Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lomax Elementary Magnet	District Name: Hillsborough
Principal: Connie D. Chisholm	Superintendent: MaryEllen Elia
SAC Chair: Regina Dickens	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.) Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.) High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest
		Certification(s)	Current School	Administrator	25%), and AMO progress along with the associated school year)
Principal	Connie Chisholm	BA MA	4 years	7	2005-2009 School Grade-A, AYP met in all areas except Blacks (math); Low SES (reading) (Seminole & Lomax)
		Elem. Ed., Ed. Leadership, Principal			2009-2010 School Grade-B AYP not met for Blacks, Hispanic & Low SES (Lomax)
					2010-2011School Grade C: AYP not by Blacks in Mathematics
					2011-2012 School Grade A:AMO met all areas except White (Reading)
Assistant Principal	Marisa Brody	BA MA,	3years	3 years	2006-2009 School Grade-A; AYP meet in all areas (Lake Magdeline)
		Elem. Ed; Ed. Leadership			2009-2010School Grade B: AYP not by Blacks, Hispanics, and Low SES (Lomax)
					2010-2011School Grade C: AYP not by Blacks in Mathematics
					2011-2012 School Grade A: AMO met all areas except White (Reading)

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
			Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
Area		Certification(s)	Current School		Lowest 25%), and AMO progress along with the associated
				Instructional Coach	school year)
	Vicki Powell, Reading Coach	BS, MS	1	5 years	2007-2010 School Grade-A; AYP meet in all areas (Carrollwood); 2010-2011 School Grade-C AYP not met for Blacks (Math)@Lomax
K-5					
¥7. 5			7.37	2	2011-2012 School Grade A- AMO met all areas except White (Reading) @Lomax
K-5	Stephanie Bowen, Math Resource	BS, MS	7 Years	3 year	2005-2009 School Grade-A, AYP met in all areas except Blacks (math); Low SES (reading) (Lomax)
					2009-2010 School Grade-B AYP not met for Blacks,
					2010-2011 School Grade-C AYP not met for Blacks (Math)
					2011-2012 School Grade A- AMO met all areas except White (Reading)

Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
1. Teacher Interview Day	District Staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective				
of-field/ and who are not highly qualified.					
All teachers are highly qualified	Depending on the needs of the teacher, one or more of the following strategies are implemented.				
	Administrators				
2 teachers are not ESOL certified	Meet with the teachers four times per year to discuss progress on:				
	Completing classes need for ESOL certification				

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

To tal Nu m ber of In str uc tio nal	% of Fir st- Ye ar Te ach ers	% of Te ach ers with 1-5 Yea rs of Exp erie	% of Te ach ers with 6- 14 Yea rs of Exp	% of Te ach ers with 15+ Yea rs of Exp erie	% of Te ach ers wi th Ad van ced De	% Hi gh ly Qu alif ied Te ac her s	% Re ad ing En dor sed Te ach ers	% Na tio nal Bo ard Ce rtif ied Te ac	% ES OL End orse d Tea cher s
nal Sta ff		erie nce	Exp erie nce	erie nce	De gre es	S		ac her s	
35		32			43	10	0	5.7	54
	8.6	%	46	14.	%	0		%	%
	%	(12)	%	2%	(15			(2)	21
	(1)		(17)	(5))				

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
Indiffe	Assigned	1 an mg	U U
			Activities
Rosemie Korpi District EET Mentor	Kaitlin Kerney (2 nd year teacher)	The district- based mentor with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing
		student achievement.	and problem
Rosemie Korpi District EET Mentor	Katie Yates (2 nd year teacher)	The district- based mentor with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	solving. Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Rosemie Korpi District EET Mentor	Brittany Morgan (1 st year teacher)	The district- based mentor with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title 1, Part A

Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners

Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers
for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
NA
Nutrition Programs
NA
Housing Programs
N/A
Head Start
We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
N/A
Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training
Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012 8

Other
NA

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (Rtl)

School-Based MTSS/RtI Team
School-Based RtI Team
Identify the school-based MTSS Leadership Team.
• Principal
Assistant Principal
Guidance Counselor
School Psychologist
Social Worker
• Academic Coaches (Reading, Math)

Describe the role of the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions. How does it work with other school teams to organize/coordinate MTSS efforts?

Role:

- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness

How:

- The purpose of the core Leadership Team is to:
- 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
- 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
- 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
- 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
- The Leadership Team will meet monthly and use the problem solving process to:
- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - O Tutoring during the day in small group pull-outs in reading, math and science
 - O Extended Learning Programs before, during and after school
 - O Saturday Academy
 - O Intensive Reading and Math classes
 - O Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:

- $_{\mbox{O}}$ $\,$ Implementation and support of PLCs $\,$
- O Use of school-based Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
- O Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
- O Use of Common Core Assessments at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the Leadership Team)
- O Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
- O Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Core Curriculum (Tier 1)

Database	Person (s) Responsible
School Generated Excel Database	Reading Coach , Math Resource, APEI
Sector Achieven Conice	Landarship Team DLOs Individual Teachar
Scantron Achievement Series	Leadership Team, PLCs, Individual Teachers
Data Wall	
Scantron Achievement Series	Leadership Team, PLCs, Individual Teachers
Data Wall	
Scantron Achievement Series	Leadership Team, PLCs, Individual Teachers
Data Wall	
PLC Logs	
School Generated Excel Database	Individual Teachers
Progress Monitoring and Reporting Network	Reading Coach/ Reading PLC Facilitator/Individual Teachers
Data Wall	
Sagebrush (IPT)	ELL Leadership Team Representative, APEI
District Generated Database	Leadership Team/ Specialty PSLT
Ed-Line	Individual teachers/Team Leaders/PLC
PLC Database	Facilitators/Leadership Team Members
PLC Logs	
	School Generated Excel DatabaseScantron Achievement SeriesData WallScantron Achievement SeriesData WallScantron Achievement SeriesData WallScantron Achievement SeriesData WallPLC LogsSchool Generated Excel DatabaseProgress Monitoring and Reporting NetworkData WallSagebrush (IPT)District Generated DatabaseEd-LinePLC Database

Describe the plan to train staff on MTSS.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit as needed to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: Principal . Assistant Principal Reading Coach Media Specialist Representatives from the PLCs for each grade level, K-5 (Note that not all members attend every meeting, but are invited based on the goals for the meeting) Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students. What will be the major initiatives of the LLT this year? Implementation and evaluation of the SIP reading goals/strategies across the content areas . Professional Development Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas Data analysis (on-going)

• Implementation of the K-12 Reading Plan

NCLB Public School Choice

- Notification of School in Need of Improvement (SINI) Status Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.
- **Public School Choice with Transportation (CWT) Notification** Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.
- Supplemental Educational Services (SES) Notification Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). Parents are provided with a letter from the Commissioner of Education, explaining the assessments. The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary... Students in the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

PART II: EXPECTED IMPROVEMENT

Reading Goals

Reading Goals	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
	1.1.	1.1.	1.1.		1.1.	
scoring proficient in						
reading (Level 3-5).				Teacher Level	<u>3x Per Year</u>	
reading (Lever 5 5).		crosses all content areas.				
	how to differentiate		-Principal		FAIR Assessment	
	instruction for	The purpose of this		the unit citing/using specific		
			-Assistant Principal	evidence of learning and use		
	Reader's Workshop	the core curriculum.		this knowledge to drive future		
		Students' comprehension	-Reading Coach	instruction.	During Grading Period	
		of course content				
		improves by participating	-PLC Facilitators	-Teachers maintain their assessments	-Student Projects	
		in lessons where teachers		in a grading system		
	regarding the	consistently follow the	Peer and Mentor Evaluators		-Pre, Post, Mid Assessments	
		Gradual Release lesson		Teachers chart their students'		
		delivery model such as:		individual progress towards the	- Running Records	
	progress monitoring			SMART Goal.		
	tools for reading.		How			
		modeled instruction, guided practice, and	DI Class from a d	-	Monthly	
			-PLC logs turned into administration.	PLC/Grade Level	Monthly	
	to discuss best		Administration provides	PLC/Glade Level	-Imagination Station Assessment	
			feedback.	Using the individual teacher data,	-inagination Station Assessment	
	unit of instruction.	1 uo, we uo, you uo	ICCUDACK.	PLCs calculate the SMART goal		
	unit of instruction.	Preview, guided	Evidence of strategy in	data across all classes- For each		
	- Lack of common		teachers' lesson plans seen	class/course; PLCs chart their overall	Ongoing	
			during administration walk-	progress towards the SMART Goal.		
	identify and analyze		throughs.		Successmaker	
		(EET Rubric: 1a, 1b,	un ouglio.		Successitute	
			-EET formal evaluations			
				Leadership Team Level		
		Action Steps	-EET Pop-Ins (Admin and			
			Peer/Mentor)	PLC facilitator/ Grade Leader shares		
		Action steps for this	·	data with the Problem Solving		
		strategy are outlined on	-EET formal observations	Leadership Team.		
		grade level/content area	(Admin and Peer/Mentor)			
		PLC action plans		-Data will be used to plan for future		
			-EET informal	supplemental instruction		
			observation(Admin and Peer/			
			Mentor)			
			-School-based informal walk-			
			through form which includes			
			the school's SIP strategies.			

<u> </u>	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
	70%	73%			

12. Nation: 12. Particip: Pari	i		b	k a	k a	•	
Jaming time Forward under states Proprior of the states affects of the states of the states of the states of the		1.2.	Strategy:	1.2.	1.2.	1.2.	
Junité isine Forser all contrariants Forse							
Junité isine Forser all contrariants Forse		- Lack of common	This reading strategy	Who	Teacher Level	3x per year (Reading)	
Principal Teachers reflect on lossons arched of andersame Principal Teachers reflect on lossons arched of andersame PAIR One-going Progress Monitoring arched of andersame International strategies International strategies Notice Principal Teachers reflect on lossons arched of andersame Principal International strategies International strategies Principal Teachers maintain their anotantism in graphing system. Student Projects International strategies Principal Principal Teachers maintain their anotantism in graphing system. Student Projects International strategies Principal Principal Teachers maintain their anotantism is principal and system. Student Projects International strategies Principal Principal Teachers maintain their anotantism is principal and system. Student Projects International strategies Principal Principal Teachers maintain their anotantism is principal and system. Student Projects International strategies Principal Principal Principal Teachers maintain their anotantism is principal and system. Student Projects International strategies Principal Principal Principal Teachers maintain their anotantism is principal and system. Student Projects International strategies Principal Principal Principal P							
Teoches are at variationThe purpose of this strategy to stranged in the origination of strategy to strategion in consistent attraction is students to strategion in consistent attraction is students 		prunning time		Principal	Teachers reflect on lessons	- FAIR On-going Progress Monitoring	
evelo of understanding instructional strategies instructional strategies instru		-Teachers are at varying	The purpose of this strategy	1 molpai		i i inte on going i rogioss montoring	
of Differentials states astrophension of states Reading Cooch indue this twoeldep to offere Tatales rations in the states of Differentials states PLC Facilitates Tackers ration in this integers States Poises Differentiated instruction Tackers ration in the symptome integers PLC Facilitates States Poises Differentiated instruction Tackers ration in the symptome integers States Poises States Poises Differentiated instruction Tackers ration in the symptome integers States Poises States Poises Differentiated instruction Tackers ration integers States Poises States Poises Differentiated instruction Tackers ration integers States Poises States Poises Differentiated instruction Tackers ration integers States Poises States Poises Differentiated instruction Classroom States Poises States Poises Pais of Pais Classroom States Poises States Poises Pais of Paises Paises Paises Paises States Poises Paises Paises Paises Paises Paises States Poises Paises Paises Paises Paises Paises Paises Paises Paises Poises Paises Paises Pais				Assistant Principals			
Instructional strategies compendenciation in consistent, participation in consistent, participation in consistent, participation in consistent, participation in consistent, acceleration, emchannel, acceleration, emch				F			
Image: content improves by surfact prior in content and sprippriate in the strength of the stre				-Reading Coach		During Grading Period	
PLC Facilitators Facilitators Facilitators Statute PlC resultators Facilitators Statute Common Assessments (Pre, Pot and Trainages Differentiate protection, anrichment, construction, anzitatory forecases on the group interview School Reading Loadership Family assessments are protections Statute Protections PlC resultators Facilitators Statute Protections Statute Protections Statute Protections PlC resultators Facilitators Statute Protections Statute Protections Statute Protections PlC resultators Facilitators Statute Protections Statute Protections Statute Protections Plot resultations Facilitations Comprotections Statute Protections Statute Protections Plot resultations Facilitations Facilitations Statute Protections Statute Protections Plot resultations Facilitations Facilitations Statute Protections Statute Protections Plot resultations Facilitations Facilitations Facilitations Statute Protections Plot resultations Facilitations Facilitations Facilitations Facilitations Plot resultations Facilitations Facilitations Facilitations Facilitations Plot resultations Facilitations Facilitations Fa				5			
Image: Second				-PLC Facilitators	-Teachers maintain their	-Student Projects	
billing billing billing billing billing common Assessments (Pro-, Post and Flagshey State) billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billing billin							
Instruction is based one instruction is based one independentization one <br< td=""><td></td><td></td><td></td><td>School Reading Leadership Team</td><td></td><td>-Common Assessments (Pre-, Post and</td><td></td></br<>				School Reading Leadership Team		-Common Assessments (Pre-, Post and	
Image: Section is based on: uccertaining, extensions and remediation independent reading, extensions and remediation inducertain of transitional programs of enal their independent reading, extensions and remediation provides feebback, minimization and minimization minimization and minimizatice and minimization and minimization and minimization and minimiz				5 · · · · · · · · · · · · · · · · · · ·	Teachers use the grading system		
Image: control of the control of th						,	
starsions and remaindation Instructions profession in the Sidlowing types of Telebiol Sidlowing types of Telebi						-Student independent reading	
Image: Second method biologic second method biologic second method model second method model second method meth				How Monitored			
Indiving Types of Readbal PLC log strund into administration provides feadback in maintain on provide all progress towards instructions and the provide all provides feadback in the provide all progress towards instructions and provide all progress towards in the provide all provides and provide all progress towards in the provide all provides and provides and provide all provides and provide all provides and provides and provides and provides and provides and provides and provide all provides and provides and provides and provide all provides and provides and provides and provide all provides and prov					r		
Image: Content of the strategy: in the strategy in the strategy: in the strategy in the str				PLC logs turned into administration	Teachers chart their students'	Comprehension strategy weekly	
Homogeneous/Cluster/ Ability Grouping Classroom walk throughs observing his strategy. nastery. Running Records Ileterogeneous/Mixed Ability Grouping Classroom walk throughs observing teachers' less of mass seen during administration walk-throughs. EL Clevel. FLG calculate the average unit sessensment score for all their tudents across the PLC per class course. ELC level. Vhole Class Instruction FET formal evaluations PLCs discuss how to report and here/Mentor) Imagination Station Assessment and Peer/Mentor) Imagination Station Assessment and Peer/Mentor) Action steps for this strategy re outlined on grade level content area PLC action plans through form which incideds the school's SIP strategies. Eadership Team Level. Successmaker Leadership Team determines what specific data with the protect of the SIG as with the protect of the Leadership Team determines what specific data with the protect of the Leadership Team determines what specific data with the protect of the Leadership Team determines what specific data with the protect of the Leadership Team determines what specific data with the protect of the Leadership Team determines what specific data with the protect of the Leadership Team determines what specific data with the problem Solving Leadership							
Homogeneous/Cluster/ Heterogeneous/Mixed Ability Grouping HistartagyExvidence of strategy in eacherstite/secon plans seed uning administration walk-throughs observing PLCs calculate the average unit assessment secon for all their plans seed walk-throughs administration walk-throughs buble Class Instruction Pairs or Partners Pairs or Pairs			0 · · · F - O·		1 0		
Ability Grouping his strategy. End-of-unit/chapter tests Heterogeneous/Mixed +Reterogeneous/Mixed +Reterogeneous/Mixed Ability Grouping +Reterogeneous/Mixed +Reterogeneous/Mixed Ability Grouping +Reterogeneous/Mixed +Reterogeneous/Mixed Individualized Work/ +EET formal evaluations PLCs calculate the average unit sessement cose for all their secones: Whole Class Instruction +EET formal evaluations +PLC sticus how to report and Peer/Mentor) Imagination Station Assessment and Peer/Mentor) - Datis used to identify effective content area PLC action plane for this strategy. EET formal observations (Admi and Peer/Mentor) Data is used to identify effective cadership Team. Data is used to identify effective provide to the Leadership Team. - Cation steps for his strategy. School-based informal wellk- content area PLC action plane shrough form which includes the school's SUP strategies. Leadership Team determines reported to the Cadership Team determines reported to the Leadership Team determi			-Homogeneous/Cluster/	Classroom walk-throughs observing		- Running Records	
Heterogeneous/Mixed Ability Grouping-Evidence of strategy in eachers' lesson plans seen during administration walk-throughs.ELC level.End-of-unit/Chapter testsIndividualized Work/ Independent Study-EET formal evaluationsPLCs calculate the average unit ssessment score for all their tudents across the PLC per class ourse.Monhix-Whole Class Instruction Pairs or Partners-EET formal evaluationsHetrophener encoresImagination Station Assessment </td <td></td> <td></td> <td></td> <td>5 5</td> <td></td> <td>ũ</td> <td></td>				5 5		ũ	
Heterogenous/Mixed Nility Grouping			.,			- End-of-unit/chapter tests	
Ability Grouping -Individualized Work/ Independent Studyeachers' lesson plans seen during admistration walk-throughs.PLCs calculate the average unit assessment socros for all their states across the PLC per class sourse.Monfily			-Heterogeneous/Mixed	Evidence of strategy in	PLC Level		
Administration walk-throughs administration walk-throughs PLCs calculate the average unit sudents across the PLC per class tudents across the PLC per class successment score for all their students across the PLC per class successment score for all their students across the PLC per class successment score for the data with the Leadership Team. Imagination Station Assessment models and the score port and share the data with the Leadership Team. Imagination Station Assessment and share the data with the Leadership Team. Action Steps EET formal observations (Admin and Peer/Mentor) Data is used to identify effective content area PLC action plans through form which includes the school's SIP strategies. Data is used to identify effective content area PLC action plans through form which includes the school's SIP strategies. Leadership Team Level Leadership Team determines what specifie data will be profet to the Leadership Team and maintains a school-wide data system to track student progress. PLC facilitator/ Grade Level Leadership Team PLC facilitator/ Grade Level Leadership Team PLC facilitator/ Grade Level Leadership Team							
Individualized Work/ EET formal evaluations nesesament score for all their students across the PLC pe class students across the PLC per class is student progress.					PLCs calculate the average unit		
Whole Class Instruction EET Pop-Ins (Admin and Peer/ Mentor) Jourse. Monthly Pairs or Partners -EET Pop-Ins (Admin and Peer/ Mentor) -PLCS discuss how to report and share the data with the Leadership Team. Imagination Station Assessment Action Steps			-Individualized Work/	<u> </u>			
Whole Class Instruction EET Pop-Ins (Admin and Peer/ Mentor) Jourse. Monthly Pairs or Partners -EET Pop-Ins (Admin and Peer/ Mentor) -PLCS discuss how to report and share the data with the Leadership Team. Imagination Station Assessment Action Steps				-EET formal evaluations			
Whole Class Instruction EET Fop-Ins (Admin and Peer/ Mentor) PLC's discuss how to report and share the data with the Leadership Team. Imagination Station Assessment and share the data with the Leadership Team. Action Steps -EET informal observations (Admin and Peer/Mentor) -Data is used to identify effective activities in future lessons. Imagination Station Assessment and share the data with the Leadership Team. Action Steps -EET informal observation(Admin and Peer/Mentor) -Data is used to identify effective activities in future lessons. Imagination Station Assessment autivities in future lessons. Action steps for this strategy are outlined on grade level/ content area PLC action plans/though form which includes the school's SIP strategies. -Leadership Team determines what specific data will be reported to the Leadership Team and maintains a school-wide data system to track student progress. -Leadership Team determines and maintains a school-wide data system to track student progress.							
Pairs or Partners Mentor) PLCs discuss how to report and share the data with the Leadership Team. Imagination Station Assessment and share the data with the Leadership Team. Cetion Steps EET informal observations (Admin and Peer/Mentor) Data is used to identify effective etrivities in future lessons. Ongoing Action steps for this strategy are outlined on grade level/ school's SIP strategies. School-based informal walk- content area PLC action plans School-based informal walk- school's SIP strategies. Leadership Team Level_ Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Student progress.			-Whole Class Instruction	-EET Pop-Ins (Admin and Peer/			
-EET formal observations (Admin and Peer/Mentor) Leadership Team. -Data is used to identify effective activities in future lessons. -Action Steps -EET informal observation(Admin and Peer/Mentor) -Data is used to identify effective activities in future lessons. Dagoing Action steps for this strategy are outlined on grade level. -School-based informal walk- school's SIP strategies. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team -Leadership Team Served -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team -Leadership Team Served -Leadership Team Served -Leadership Team -Leadership Team Served -Leadership Team -Leadership Team					-PLCs discuss how to report	Imagination Station Assessment	
Action Steps FET informal observation(Admin and Peer/Mentor) Data is used to identify effective activities in future lessons. Data is used to identify effective activities in future lessons. Action steps for this strategy are outlined on grade level/ content area PLC action planshrough form which includes the school's SIP strategies. Leadership Team Level_ Successmaker Leadership Team determines what specific data will be reported to the Leadership Team determines what specific data will be reported to the Leadership Team Leadership Team determines and maintains a school-wide data system to track student progress. Perform Stops Solving Leadership Team. Leadership Team determines and maintains a school-wide data system to track student progress.			-Pairs or Partners				
Action Steps EET informal observation(Admin and Peer/Mentor) Data is used to identify effective Dingoing_activities in future lessons. Action steps for this strategy are outlined on grade level/ content area PLC action plans through form which includes the school's SIP strategies. School-based informal walk-treater informal walk-treater informal walk-treater informal walk-treater information (Admin information) Leadership Team Level					Leadership Team.		
Action Steps EET informal observation(Admin and Peer/Mentor) activities in future lessons. Successmaker Action steps for this strategy are outlined on grade level/ School-based informal walk-content area PLC action plans School-based informal walk-content area PLC action plans Leadership Team Level_ Successmaker -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/Grade Level Leadership Team -PLC facilitator/Grade Level Leadership Team			F	and Peer/Mentor)	-		
Action steps for this strategy are outlined on grade level/ school's SIP strategies.						Ongoing	
Action steps for this strategy are outlined on grade level/ content area PLC action plans/through form which includes the school's SIP strategies. Leadership Team Level_ Leadership Team determines what specific data will be reported to the Leadership Team Leadership Team determines what specific data will be reported to the Leadership Team PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.			Action Steps		activities in future lessons.		
are outlined on grade level/ content area PLC action plansthrough form which includes the school's SIP strategies. Leadership Team Level_ Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.				and Peer/Mentor)		Successmaker	
content area PLČ action plans through form which includes the school's SIP strategies. Leadership Team Level_ Leadership Team determines what specific data will be reported to the Leadership Team Leadership Team determines and maintains a school-wide data system to track student progress. PLC facilitator/ Grade Level Leader ship Team. PLC facilitator/ Grade Level Leadership Team.							
school's SIP strategies. -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.							
-Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.			content area PLC action plans		Leadership Team Level		
what specific data will be reported to the Leadership Team -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.				school's SIP strategies.			
reported to the Leadership Team -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.							
Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.							
and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.					reported to the Leadership Team		
and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.				F			
system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.							
PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team.				F			
Leader shares data with the Problem Solving Leadership Team.					system to track student progress.		
Leader shares data with the Problem Solving Leadership Team.							
Problem Solving Leadership Team.							
Team.							
-PSLT uses data to evaluate					l'eam.		
PSLT uses data to evaluate							
			I	I	-PSLT uses data to evaluate		

Γ			the effectiveness of strategy implementation, supplemental instruction for targeted students	
			and future professional	
			development for teachers.	

·					
	1.3.	1.3.	1.3.	1.3. <u>Teacher Level</u>	1.3
		Strategy	Who	Teachers reflect on lessons	3x per vear (Reading)
		Strategy	<u>wilo</u>	during the unit citing/using	<u>5x per vear (Reading)</u>
		This reading strategy	-Principal	specific evidence of learning	- FAIR On-going Progress Monitoring
		crosses all content areas.	-i i incipai	and use this knowledge to drive	- 1 Aire on-going 1 togress Montoring
		erosses an content areas.	-Assistant Principals	future instruction.	
		Students' comprehension	i iosiotani i interpuis		
		of course content/	-Reading Coach	Teachers maintain their	During Grading Period
		standards increases through	5	assessments in a grading system.	
		participation in higher	PLC Facilitators	0 0 9	Common assessments (pre, post,
		order thinking questioning			mid, section, end of unit, intervention
		techniques Webb's Depth	-School Reading Leadership Team		checks)
		of Knowledge to promote		-Teachers chart their students'	
		critical thinking and problem-		individual progress towards	
		solving skills. This strategy		mastery.	
		will be implemented	How Monitored		-Student independent reading
		across all content areas.			conference forms
		For this strategy, teachers	-PLC logs turned into administration.		
		implement a variety or	Administration provides feedback.	PLC Level	
		series of questions/prompts			
		to challenge students	-Classroom walk-throughs observing	<u> </u>	- Running Records
		cognitively, advance high	this strategy	NGELL	
		level thinking and discourse,		PLCs discuss how to report	- Formative A, B, and
		and promote meta-cognition.	Evidence of strategy in	and share the data with the	C Tasta
		(EET Rubric 1e, 3b)	teachers' lesson plans seen during administration walk-throughs.	Leadership Team.	C Tests
			administration wark-unoughs.	Data is used to identify effective	
			-EET formal evaluations	higher order activities in future	
		-Action Steps		lessons.	
		Action Steps	-EET Pop-Ins (Admin and Peer/	10350113.	
		Action steps for this strategy			Monthly
		are outlined on grade level/			
			-EET formal observations (Admin	Leadership Team Level	Imagination Station Assessment
		······	and Peer/Mentor)		
			, i i i i i i i i i i i i i i i i i i i	-Leadership Team determines	
			-EET informal observation(Admin	what specific data will be	
			and Peer/Mentor)	reported to the Leadership Team	Ongoing
			-School-based informal walk-		Successmaker
			through form which includes the	and maintains a school-wide data	
			school's SIP strategies.	system to track student progress.	
				-PLC facilitator/ Grade Level	
				Leader shares data with the	
				Problem Solving Leadership	
				Team.	
				DELT uses data to evolute	
				-PSLT uses data to evaluate the effectiveness of strategy	
				implementation, supplemental	
				instruction for targeted students	
				and future professional	
				development for teachers.	
				acterophient for teachers.	
L		1			

Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
to "Guiding Questions", identify and define areas in need of	Darrier			How will the evaluation tool data be used to determine the		
improvement for the following group:			-	effectiveness of strategy?		
2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in reading.	- Teachers vary in knowledge of	Strategy	Who	Teacher Level	<u>3x per year (Reading)</u>	
	how to differentiate		-Principal	Teachers reflect on lessons during	- FAIR On-going Progress	
	instruction for	strategy is to strengthen	A 1.4 (D) 1 1	the unit citing/using specific	Monitoring	
	readers within the Reader's Workshop	the core curriculum. Students' reading	-Assistant Principals	evidence of learning and use this knowledge to drive future		
	model.	comprehension will	Reading Coach	instruction.		
		improve through the			During Grading Period	
		use of the <u>SEM-R</u> Instructional Model	-PLC Facilitators	-Teachers maintain their assessments in a grading system.	Students' written responses	
	R training.	which includes:	School Reading Leadership	in a gradnig system.	reflecting vocabulary	
	ũ		Team	-Teachers chart their students'	development	
	-Teachers vary in knowledge	-increased time for students' independent		individual progress towards the SMART Goal.		
	regarding the	reading		SMART Goal.		
	identification and	Ū.	How Monitored	L	-Student independent reading	
	use of effective	-exposure to multiple			conference forms	
	progress monitoring tools for reading.	genres	-PLC logs turned into administration.	PLC/Department Level		
		-students responding	Administration provides	Using the individual teacher data,		
	-Lack of common planning time	critically to text	feedback.	PLCs calculate the SMART goal data across all classes- For each	-Ongoing	
	to discuss best	-instruction in & use of	-Classroom walk-throughs	class/course; PLCs chart their overall	Running Records	
		higher order thinking	observing this strategy	progress towards the SMART Goal.		
	unit of instruction.	strategies	Freiden er efterte er in			
	- Lack of common	-ongoing assessment	Evidence of strategy in teachers' lesson plans seen	[—		
	planning time to	through individual	during administration walk-	Leadership Team Level		
		student conferencing.	throughs.		Monthly	
	core curriculum assessments.	-implementation of	-EET formal evaluations	-PLC facilitator/ Grade Level Leader shares data with the Problem Solving	Imagination Station Assessment	
		comprehension tool kit		Leadership Team.		
			-EET Pop-Ins (Admin and	Determilling und to also for first		
		_	Peer/Mentor)	-Data will be used to plan for future supplemental instruction	Ongoing	
		Action Steps	-EET formal observations	suppression in this doction	<u></u>	
			(Admin and Peer/Mentor)	F	Successmaker	
		Action steps for this strategy are outlined on	-EET informal			
		grade level/content area	observation(Admin and Peer/			
		PLC action plans	Mentor)			
			-School-based informal walk-			
			through form which includes			
			the school's SIP strategies.			

In grades 3-5, the percentage of	
In grades 3-5, the percentage of	
Standard Curriculum students	
scoring at a Level 4 or higher	
on the 2013 FCAT Reading	
will increase from 38% to	
41%.	
38% 41% 2.2. 2	
2.2. 2.2. 2.2. 2.2. 2.2. 2.2.	
Teachers vary in Strategy - Administrators Teacher Level 3x per year (Reading)	
knowledge in how to	
ask higher order/open This reading strategy -Reading Coach -Teachers reflect on lessons - FAIR On-going Progress Monitoring	
ended questions during crosses all content areas. instructionPLC Facilitators specific evidence of learning	
Students' comprehension and use this knowledge to drive	
- Not all teachers attended of course content/ - Reading Leadership Team future instruction. During Grading Period	
HOTS trainings. standards increases through participation in higher -Teachers maintain their Students' written responses reflecting	
- Lack of common order thinking questioning assessments in a grading system. vocabulary development	
planning time. techniques Webb's Depth How Monitored	
of Knowledge to promote -Teachers chart their students' critical thinking and problemPLC logs turned into administration.individual progress towards the	
solving skills. This strategy Administration provides feedback. SMART GoalStudent independent reading	
will be implemented conference forms	
across all content areasClassroom walk-throughs observing	
For this strategy, teachers this strategy this strategy	
series of questions/promptsEvidence of strategy in Ongoing Running Records	
to challenge students cognitively, advance high dministration walk-throughs. Using the individual teacher data, PLCs calculate the SMART goal	
level thinking and discourse, data across all classes- For each	
and promote meta-cognitionEET Pop-Ins (Admin and Peer/ class/course; PLCs chart their	
(EET Rubric 1e, 3b) Mentor) overall progress towards the	
SMART Goal. <u>Monthly</u> -EET formal observations (Admin	
and Peer/Mentor) Leadership Team Level - Imagination Station Assessment	
Action Steps	
-EET informal observation(Admin -PLC facilitator/ Grade Level Action steps for this strategy and Peer/Mentor) Leader shares data with the	
are outlined on grade level/ Problem Solving Leadership Ongoing	
content area PLC action plans-School-based walk-through form Team.	
which includes the SIP strategies. Successmaker -Data will be used to plan for	
future supplemental instruction.	

Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
achievement data, and reference	Barrier					
to "Guiding Questions", identify and define areas in need of improvement for the following group:			fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		

	3.1.	3.1	3 1	3.1	3.1	
		5.1	5.1	5.1	5.1	
students making Learning						
Gains in reading.		Strategy:	Who	Teacher Level	3x per vear (Reading)	
Ű	in knowledge of	This reading strategy	Principal	Teachers reflect on lessons during	- FAIR On-going Progress	
	instruction for	crosses all content areas.		the unit citing/using specific	Monitoring	
	readers within the	crosses un content ureus.	-Assistant Principals	evidence of learning and use	litolitoling	
	Reader's Workshop	The purpose of this	F T	this knowledge to drive future		
	model.		-Reading Coach	instruction.		
		the core curriculum.			During Grading Period	
		Students' comprehension	-PLC Facilitators	Teachers maintain their assessments		
		of course content	Cohool Doodine Loodonshin	in a grading system.	-Student Projects	
		improves by participation in consistent, effective	-School Reading Leadership Team	Teachers use the grading system	-Common Assessments (Pre-,	
		and appropriate	realli		Post and Mid)	
	progress monitoring			assessment score for all their	r ost und whay	
	tools for reading.	Instruction strategies.		students per class/course.	-Student independent reading	
	U U	Differentiated Instruction	How Monitored		conference forms	
		is based on: acceleration,		-Teachers chart their students'		
	planning time	enrichment, extensions	PLC logs turned	individual progress towards mastery.		
	to discuss best practices before the	and remediation. This	into administration. Administration provides		assessments	
		the following types of	feedback.		- Running Records	
	unit of instruction.	flexible grouping:	iceubaek.	PLC Level	Running Records	
	- Lack of common	nomore grouping.	-Classroom walk-throughs		- End-of-unit/chapter tests	
	planning time to	-Homogeneous/Cluster/	observing this strategy.	-PLCs calculate the average unit	ľ	
	identify and analyze	Ability Grouping		assessment score for all their		
	core curriculum		Evidence of strategy in	students across the PLC per class/		
	assessments.		teachers' lesson plans seen	course.		
		Ability Grouping	during administration walk- throughs.	-PLCs discuss how to report and	Monthly	
		-Individualized Work/	infoughs.	share the data with the Leadership	violitiny	
		Independent Study	-EET formal evaluations	Team.	Imagination Station Assessment	
					Ŭ.	
		-Whole Class Instruction	-EET Pop-Ins (Admin and	Data is used to identify effective		
		Daina an Dantu ana	Peer/Mentor)	activities in future lessons.	Questing	
		-Pairs or Partners	-EET formal observations		<u>Ongoing</u>	
			(Admin and Peer/Mentor)		Successmaker	
				Leadership Team Level		
			-EET informal			
				-Leadership Team determines what		
		Action Steps	Mentor)	specific data will be reported to the		
		Action stong for this	School bood information 1	Leadership Team		
		Action steps for this strategy are outlined on	-School-based informal walk- through form which includes	Leadership Team determines and		
		grade level/content area	the school's SIP strategies.	maintains a school-wide data system		
		PLC action plans		to track student progress.		
				-PLC facilitator/ Grade Level Leader		
			F	shares data with the Problem Solving		
				Leadership Team.		
			F	-PSLT uses data to evaluate		
				the effectiveness of strategy		
				implementation, supplemental		
-					• •	-

			instruction for targeted students and future professional development for teachers.		
Reading Goal #3: Points earned form students making learning gains on the 2013 FCAT Reading will increase from 66 to 69 points.		2013 Expected Level of Performance:*			
	66 points	69 points			

 	*				
3.2.	3.2.	3.2. <u>Who</u>	3.2.	3.2	
Teachers vary in	Strategy	-Principal	Teacher Level	3x per year (Reading)	
knowledge in how to					
ask higher order/open	This reading strategy	-Assistant Principals	-Teachers reflect on lessons	- FAIR On-going Progress Monitoring	
ended questions during	crosses all content areas.		during the unit citing/using		
instruction.		-Reading Coach	specific evidence of learning		
	Students' comprehension		and use this knowledge to drive		
- Not all teachers attended	dof course content/	-PLC Facilitators	future instruction.	During Grading Period	
HOTS trainings.	standards increases through				
	participation in higher	School Reading Leadership Team	Teachers maintain their	Students' written responses reflecting	
- Lack of common	order thinking questioning		assessments in a grading	vocabulary development	
planning time.	techniques Webb's Depth		system	,	
r	of Knowledge to promote		.,		
	critical thinking and problem-	How Monitored	Teachers chart their students'		
	solving skills. This strategy		individual progress towards the	-Student independent reading	
	will be implemented	PLC logs turned into administration.		conference forms	
	across all content areas.	Administration provides feedback.	Similar Goui.		
	For this strategy, teachers	reministration provides recuback.			
	implement a variety or	-Classroom walk-throughs observing	F		
		this strategy	PLC/Department Level		
	to challenge students	uns suategy		ſ	
		Evidence of strategy in	Using the individual teacher date	Onaging Dunning Decords	
	cognitively, advance high	Evidence of strategy in	Using the individual teacher data,	ongoing kunning kecords	
			PLCs calculate the SMART goal		
	and promote meta-cognition.		data across all classes- For each		
	(EET Rubric 1e, 3b)		class/course; PLCs chart their		
			overall progress towards the		
	F		SMART Goal.		
		-EET Pop-Ins (Admin and Peer/		Monthly	
	F	Mentor)	F		
				-Imagination Station Assessment	
	F	-EET formal observations (Admin	Leadership Team Level		
		and Peer/Mentor)			
	Action Steps		-PLC facilitator/ Grade Level		
	_	-EET informal observation(Admin	Leader shares data with the	Ongoing	
	Action steps for this strategy	and Peer/Mentor)	Problem Solving Leadership		
	are outlined on grade level/	· ·	Team.	Successmaker	
	content area PLC action plans	S-School-based informal walk-			
	- F		Data will be used to plan for		
			future supplemental instruction		
			auton		
1	1				

	3.3	3.3	3.3	3.3	
	St	XX71	Tarahan Lanal		
	Strategy	Who	Teacher Level	<u>3x per vear</u>	
	This	Dainainal	Teachers reflect on lessons	- FAIR	
	This reading strategy crosses all content areas.	-Principal	during the unit citing/using	FAIR	
	crosses an content areas.	-APEI	specific evidence of learning		
	Students' comprehension	Arth	and use this knowledge to drive		
	of course content/standards	-Reading Coach	future instruction.		
	increase through appropriate	-Reading Coach	ruture instruction.		
	engagement tools and	-Peer and Mentor Evaluators	-Teachers maintain their	During the Grading Period	
	activities based on skill	-i cer and ivientor Evaluators	assessments in a grading system.	Burnig the Grading Feriod	
		How	assessments in a grading system.	Common assessments (pre, post, mid,	
	highly engaged in significant		Teachers use the grading system		
	learning. The degree of	PLC logs turned into administration.			
	student engagement is	Administration provides feedback.	assessment score for all their	-Projects	
	revealed through teacher	provide the second	students per class/course.		1
	analysis of students' level	-Evidence of strategy in teachers'			
	of engagement during a	lesson plans seen during	Teachers chart their students'		1
	coherent well-designed	administration walk-throughs.	individual progress towards		
	lessons.(EET 3c)	, i i i i i i i i i i i i i i i i i i i	mastery.		
		-EET formal evaluations			1
		-EET Pop-Ins (Admin and Peer/			
		Mentor)	PLC Level		
	following components in				
	engagement:	-EET formal observations (Admin	-PLCs discuss how to report		
		and Peer/Mentor)	and share the data with the		
	-Activities and assignments:		Leadership Team.		
		-EET informal observation(Admin			
	are the centerpiece of	and Peer/Mentor)	-Data is used to identify effective		
	learning and promote higher		activities in future lessons.		
	order thinking.	-School-based informal walk-			
	1 : 1 4	through form which includes the			
	emphasize depth over	school's SIP strategies.	Landamhin Taon Land		
	breath.		Leadership Team Level		1
	are highly intellectual and		Leadership Team determines		
	promote significant learning.		what specific data will be		
	promote significant learning.		reported to the Leadership Team-		
	-Grouping of students are:		Leadership Team determines and		1
	see service of the second service of the second sec		maintains a school-wide data		1
	Productive and fully		system to track student progress.		
	appropriate to the students or	Г	,		
	to the instructional purposes		-PLC facilitator/ Grade Level		1
	of the lesson.		Leader shares data with the		1
			Problem Solving Leadership		1
	influenced by the students		Team.		1
	information or adjustment.				
			-PSLT uses data to evaluate		
	-Instructional Materials		the effectiveness of strategy		1
	and resources are:		implementation, supplemental		
			instruction for targeted students		1
	suitable to the instructional		and future professional		
	purposes and engage students		development for teachers.		1
	mentally.		I		

Based on the analysis of student	Anticipated		 -initiated by student choice, adaptation, or creation of materials to enhance their learning. -supplemented when better suited to engaging students in deep learning. -Structure and pacing are: -highly coherent and allows for reflection and closure. -ideal for keeping momentum. -organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans. Fidelity Check 		Student Evaluation Tool	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1. SEE 3A	4.1.	4.1.	4.1.	4.1.	

Reading Goal #4: Points earned from Students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 79 to 82 points.		2013 Expected Level of Performance:*					
	79 points	82 points					
		4.2. SEE 3B	4.2.	4.2.	4.2.	4.2.	
		4.3 SEE 3C	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5:							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	White:	5A.1. See Goals 1, 3 & 4	5A.1.	5A.1.	5A.1.	

Reading Goal #5A:	2012 Current	2013 Expected Level			
Keading Goal #3A.	Level of	of Performance:*			
	Performance:*				
The percentage of White students					
scoring proficient/satisfactory					
scoring proficient/satisfactory on the 2013 FCAT Reading will					
increase from 68% to 71%.					
The percentage of Black students					
scoring proficient/satisfactory					
on the 2013 FCAT Reading will increase from 65% to 68%.					
The percentage of Hispanic students scoring proficient/					
satisfactory on the 2013 FCAT					
Reading will increase from 61% to					
64%.					
	White:68%	White:71%			
	Black:Y	Black:			
	Diaon. I	Diaon.			
	Hispanic:Y	Hispanic:			
	i iispaine. I	i nopanie.			
	Asian:Y	Asian:			
	2 151a11. 1	2 101411.			
	American	American Indian:			
	Indian:N/A				
	mutan.iv/A				

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.					
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool			
and define areas in need of improvement for the following			fidelity be monitored?	data be used to determine the effectiveness of strategy?			
subgroup:				enectiveness of strategy?			

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
Gradual Release	K-5	PLC Facilitators	School-wide	meetings) -PLCs: On-going	Classroom walk-throughs	Administration Team
		-Reading Coach		-Demonstration Classrooms	Optional peer teacher observations	Reading Coach
Student Engagement	K-5	PLC Facilitators	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
		-Reading Coach		-Demonstration Classrooms		Reading Coach
Higher Order Thinking	K-5	PLC Facilitators	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
		-Reading Coach		-Demonstration Classrooms	Optional peer teacher observations	Reading Coach
Differentiated Instruction	K-5	PLC Facilitators	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
		-Reading Coach		-Demonstration Classrooms	Optional peer teacher observations	Reading Coach

-

2012-2013 School Improvement Plan (SIP)-Form SIP-1

End of Reading Goals

Elementary or Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Elementary School Mathematics Goals	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

	1.1	1 1	W/I	Th1	i 1 1 i	
1. FCAT 2.0: Students	1.1.	1.1.	Who	Teacher Level	1.1.	
scoring proficient in						
mathematics (Level 3-5).		The purpose of	-Principal	Teachers reflect on lessons	2x per year	
	more work in the	this strategy is		during the unit citing/using		
	area of effective	to strengthen	-APEI	specific evidence of learning	District Baseline and Mid-Year	
	instructional	the math core		and use this knowledge to drive	Testing	
	delivery in	curriculum. Students'	-Math Resource Teacher	future instruction.		
	mathematics.	comprehension			-	
		of course content	-Peer and Mentor	Teachers maintain their	Semester Exams	
		improves by	Evaluators	assessments in a grading		
		participating in		system.	L	
		lessons where		-		
		teachers consistently	Γ	-Teachers use the grading	During the Grading Period	
		follow the model	How	system data to calculate the	-Core Curriculum Assessments	
		for effective		average unit assessment score	(pre, mid, end of unit, chapter,	
		mathematics		for all their students per class/	etc.)	
		instruction model	into administration.	course.		
		such as:	Administration provides			
			feedback.	Teachers chart their students'		
		You Think –		individual progress towards		
		Student Problem	-Evidence of strategy in	mastery.		
		Solving	teachers' lesson plans	-		
			seen during administration			
		We Share, Teacher	walk-throughs.			
		facilitates	-	PLC Level		
			-EET Pop-Ins (Admin and			
		Student applies,	Peer/Mentor)	PLCs calculate the average unit		
		Teacher supports &		assessment score for all their		
		refines	-EET formal observations	students across the PLC per		
			(Admin and Peer/Mentor)	class/course.		
		(EET Rubric: 1a,				
		1b, 3a, 3c, 3e)		-PLCs discuss how to report		
			(Admin and Peer/Mentor)	and share the data with the		
		Action Steps		Leadership Team.		
			-School-based informal			
		Plan		-Data is used to identify		
				effective activities in future		
		Teacher PD	strategies.	lessons.		
		-Math Resource				
		Teacher and		r 1 1 m r 1		
		Team leaders		Leadership Team Level		
		provide school-		x 1 1 1 m 1 1 1		
		based professional		Leadership Team determines		
		development on how		what specific data will be		
		to plan appropriately		reported to the Leadership		
		paced lessons that		TeamLeadership Team		
		allows students		determines and maintains a		
		sufficient opportunity		school-wide data system to track	1	
H'llah		· · · · · · · · · · · · · · · · · · ·			•	

	to problem solve	student progress.		
	using a research-			
	based lesson format	-PLC facilitator/ Grade Level		
	that promotes a	Leader shares data with the		
	students' critical	Problem Solving Leadership		
	thinking. (EET	Team.		
	Rubric: 1a, 1b, 3a,	i cam.		
	\mathbf{K}_{10}	-PSLT uses data to evaluate		
	3c, 3e)			
		the effectiveness of strategy		
		implementation, supplemental		
		instruction for targeted students		
	Planning/PLCs	and future professional		
	before the Lessons	development for teachers.		
		-		
	-Within PLCs,			
	teachers brainstorm			
	ideas for			
	implementing the	—		
	model for effective			
	mathematics	-		
	instruction such as:	–		
	Discuss and plan			
	out how much time			
	it will take for each			
	component of the			
	model within an			
	upcoming lesson or			
	concept based on			
	individual student			
	needs (e.g.: ELL,			
	Advance Placement,			
	etc.)			
	cie.)			
	Discuss specific			
	guided practice			
	teaching strategies			
	that can be			
	implemented in			
	upcoming lessons			
	such as Student			
	thinks, We Share,			
	Student Applies			
	Discuss specific			
	strategies for			
	involving students in			
	active participation in			
	learning such as:			
	icanning such as.			
			1	

*Collaborative		
structures		
*Manipulatives		
1		
*Accountable Talk		
Discuss and		
plan ways to		
increase student		
problem solving		
and discussion of		
strategies learned in		
the lesson. (instead of		
lesson being teacher		
centered)		
(EET Rubric: 1a,		
1b, 4d)		
10, 1 0,		
-PLCs identify the		
common assessment		
for the upcoming unit		
of instruction. PLCs		
are answering the questions"		
questions"		
1		
"What/Where is the		
math in essential		
question?"		
question:		
What are common		
misconceptions?"		
How will the tasks/		
questions I have		
selected help me		
address the above		
questions."		
"How do we know if		
they have learned it?"		
Do/Check		

Teacher Actions in		
the Classroom		
ine Clussroom		
-Teachers implement		
the effective		
mathematics		
instruction model		
in the classroom		
ensuring the pacing		
of the lesson is		
appropriate, providing		
appropriate, providing		
students the time		
needed to be		
intellectually engaged		
in each stage. (EET		
Rubric: 3a, 3c, 3e)		
At the end of the		
unit, teachers give a		
common assessment		
identified from the		
core curriculum		
material. (EET		
Rubric 3d)		
(ubite 5u)		
-After the assessment,		
teachers provide		
timely feedback		
and students use the		
feedback to enhance		
their learning. (EET		
Rubric 3d)		
Ý I I		
Check/Act		
Teachers/PLCs_		
after the Common		
Assessment		
assessment		
-Teachers bring their		
common assessment		
data back to the		
PLCs.		
ELUS.		
-Based on the data,		
teachers reflect on		
their own teaching.		
 non own teaching.		

	• • • • • • • • • • • • • • • • • • • •	i	 	
	(EET Rubric 4a)			
	-Using the data,			
	effective mathematics			
	instruction strategies			
	instruction strategies			
	and techniques are			
	identified, discussed,			
	and modeled in			
	order to implement			
	techniques in future			
	lessons. (EET 1c, 1f,			
	4a, 4d, 4e)			
	1 1			
	Administrators/			
	Leadership Team			
	Leadersnip Team			
	-Through			
	walkthroughs			
	teachers are identified			
	that excel in effective			
	mathematics			
	induction strate in a			
	instruction strategies			
	and techniques			
	in order to set up			
	demonstration			
	classrooms. (EET			
	4d, 4e)			
	CI			
	-Classroom coverage			
	is provided for			
	teachers to attend			
	demonstration			
	classrooms.			
	(EET 4e)			
	NOR W. (
	-PLC Facilitators/			
	Grade Leaders put			
	effective mathematics			
	instruction strategies			
	and techniques			
	on every agenda,			
	allowing teachers to			
	share successes and			
	challenges.			
	- Effective			
	mathematics			
	manomanos			

		instruction strategies			
		and techniques are			
		on the Leadership			
		Team's agenda			
		in order to			
		discuss strategy			
		implementation,			
		concentrating on			
		barriers and how they			
		can be overcome.			
		Whole Faculty			
		T 1 1 (1			
		-Throughout the			
		school year, teachers will participate			
		in faculty SIP			
		Reviews where			
		teachers showcase			
		effective mathematics			
		instruction strategies			
		and techniques.			
		1			
Mathematics Goal #1:	2012 Current	2013 Expected Level			
	Level of	of Performance:*			
	Performance:*				
In grades 3-5, the percentage of					
Standard Curriculum students					
scoring a Level 3 or higher on the					
2013 FCAT Math will increase					
from 74% to 77%					
	74%	77%			

	•					
	1.2.	1.2	Who	Teacher Level		
	-Teachers are at	Strategy	-Principal	-Teachers reflect on lessons	2x per vear	
	varying levels of using	Suategy	-i incipai	during the unit citing/using		
		The purpose of this strategy	-APEI	specific evidence of learning	District Baseline and Mid-Year	
		is to strengthen the math		and use this knowledge to drive		
		core curriculum. Students'	-Math Resource Teacher	future instruction.		
		comprehension of course				
			-Peer and Mentor Evaluators.	-Teachers maintain their		
		through appropriate		assessments in a grading system.	Semester Exams	
		engagement tools and	_			
		activities based on skill need to ensure students are	How	-Teachers use the grading system data to calculate the average unit		
		highly engaged in significant	How	assessment score for all their	During the Grading Period	
		learning. The degree of	-PLC logs turned into administration.		Daring the Orading Feriod	
		student engagement is	Administration provides feedback.	students per cluss.	- Common assessments (pre, post,	
		revealed through teacher	Provide and Provid	Teachers chart their students'	mid, section, end of unit)	
		analysis of students' level of	-Evidence of strategy in teachers'	individual progress towards	. , ,	
		engagement during a coherent	lesson plans seen during	mastery.		
			administration walk-throughs.			
		3c)			Ongoing:	
			-EET formal evaluations			
			FETD I (AL : ID (PLC Level	Successmaker Math	
		This starts and for success on the	-EET Pop-Ins (Admin and Peer/	DI Constante the second or with		
		This strategy focuses on the following components in	Mentor)	-PLCs calculate the average unit assessment score for all their		
		engagement:	-EET formal observations (Admin	students across the PLC per class/		
		engagement.	and Peer/Mentor)	course.		
		Activities and assignments:				
			-EET informal observation(Admin	-PLCs discuss how to report		
		are the centerpiece of	and Peer/Mentor)	and share the data with the		
		learning and promote higher		Leadership Team.		
		order thinking.	-School-based informal walk-			
			through form which includes the	Data is used to identify effective		
		emphasize depth over	school's SIP strategies.	activities in future lessons.		
		breath.				
		are highly intellectual and				
		promote significant learning.		Leadership Team Level		
		promoto significant realining.		Seadership Foun Bever		
		Grouping of students are:		-Leadership Team determines		
				what specific data will be		
		Productive and fully		reported to the Leadership Team		
		appropriate to the students or				
		to the instructional purposes	F	Leadership Team determines and		
		of the lesson.		maintains a school-wide data		
		influenced by the students		system to track student progress.		
		influenced by the students information or adjustment.		PLC facilitator/ Team Leaders		
		information of aujustitient.		shares data with the Problem		
		-Instructional Materials and		Solving Leadership Team.		
		resources are:		Serving Deutership Teurit.		
				-PSLT uses data to evaluate		
		suitable to the instructional		the effectiveness of strategy		
		purposes and engage students		implementation, supplemental		
		mentally.		instruction for targeted students		
•						

	and future professional	
initiated by student choice,	development for teachers.	
adaptation	development for teachers.	
adaptation, or creation of		
materials to enhance their		
learning.		
iourning.		
supplemented when better		
suited to engaging students in		
daan laarning		
deep learning.		
-Structure and pacing are:		
and a second and particular and particul		
highly coherent and allows		
for reflection and closure.		
ideal for keeping		
momentum.		
organized with a structure		
or an agenda, but with		
flexible time frames, to ensure		
noviole time frames, to ensure		
appropriate time for all facets		
of the lesson.		
Action Steps:		
reuon steps.		
Plan		
Teacher PD		
-Teachers attend school-based		
professional development		
protessional development		
activities on engagement and		
apply those strategies in the classroom.		
classroom		
PLCs Before the Lesson		
r LCs before the Lesson		
-PLCs discuss best practices		
for student engagement		
outlined in this strategy and		
on the rubric.		
-PLCs discuss how to use the		
student engagement rubric.		
saudent engagement tuotte.		
-Within PLCs, teachers		
discuss resources to use		
for engaging students in		
for engaging students in		
learning. (e.g., manipulatives,		
technology, supplemental		
roading mashars real world		
reading, speakers, real world		

connections)			
-PLCs identify the commo	n		
assessment for the upcom	ng		
unit of instruction. PLCs a			
answering the question, "I	lo Ionr		
answering the question, in	low		
do we know if they have			
learned it?" (EET Rubric	1f,		
4d)			
Do/Check			
Do/Check			
Teachers in the Classroon			
	- 1		
- Teachers use engagemer	+		
tools in the classroom to			
enhance deep learning.			
-Teachers recognize the			
critical distinction between			
classroom in which studer	ts		
are compliant and busy.			
······································			
-Teachers ensure students			
are developing their			
understanding through wh	it		
they do, and they are aske	to		
think, to make connection	, to		
formulate and test hypothe	ses,		
and draw conclusions.			
-Teachers provide student			
choices in a range of task			
from a large group hot the			
from a large range, but the	6h		
choices are designed to fu	iner		
understanding.			
-Teachers reflect on stude	its'		
engagement by utilizing the	e		
Student Engagement Ru	oric		
on a regular basis.			
on a regular outils.			
-At the end of the unit,			
teachers administer the			
common assessment.			
-After the assessment,			
teachers provide timely			
feedback and students use			
the feedback to enhance the	eir		
learning. (EET Rubric 3	n l		
iourning. (EET Rubble 5	,		

				•	
		Check/Act			
		PLCs After the Common Assessment			
		issessment			
		-Teachers bring their			
		Engagement Rubrics back to the PLCs for discussion.			
		the PLCs for discussion.			
		Teachers bring their common	1		
		assessment data back to the			
		PLCs.			
		-Based on the data			
		(Engagement Rubric and			
		common assessment), teachers reflect on their own teaching.	S		
		(EET Rubric 4a)			
		-Using the data, effective student engagement strategies			
		and techniques are identified,			
		discussed, and modeled in			
		order to implement techniques in future lessons. (EET 1c,	5		
		1f, 4a, 4d, 4e)			
		┝			
		Administrators/Leadership			
		Team			
		-Through walkthroughs			
		teachers are identified			
		that excel in student			
		engagement in order to set up demonstration classrooms.			
		(EET 4d, 4e)			
		-Classroom coverage is provided for teachers to attend	1		
		demonstration classrooms.	1		
		(EET 4e)			
		-PLC Facilitators/Subject			
		Area Leaders/Department			
		Heads put student engagement	t		
		on every agenda, allowing teachers to share successes			
		and challenges.			
		-			
		-The student engagement			
		strategy is on the Leadership Team's agenda in order			
		to discuss strategy			
		implementation, concentrating			

		on barriers and how they can be overcome. <i>Whole Faculty</i> -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase student engagement effective strategies.				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	fidelity be monitored?	1.3. Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	1.3. Student Evaluation Tool	1.3.	

	2.1.	2.1	Who	Teacher Level	2.1.	
	2.1.	2.1	WIIO	Teacher Level	2.1.	
scoring Achievement		_				
Levels 4 or 5 in	- Teachers are	Strategy	-Principal	-Teachers reflect on lessons during		
mathematics.	at varying skill levels with higher	The purpose of	APEI	the unit citing/using specific evidence of learning and use		
	order questioning	this strategy is to	-AFEI	this knowledge to drive future		
	techniques.	strengthen the math	Math Resource Teacher	instruction.		
		core curriculum.				
	 PLC meetings 		-Peer and Mentor Evaluators	-Teachers maintain their assessments		
	need to focus on	of course content/		in a grading system.		
	identifying and	standards increases through participation in	How	-Teachers use the grading system		
		higher order thinking	-PLC logs turned	data to calculate the average unit		
	during the lessons.	auestioning techniques	into administration.	assessment score for all their		
			Administration provides	students per class.		
			feedback.	-		
		critical thinking and		-Teachers chart their students'		
		problem-solving skills.	-Evidence of strategy in	individual progress towards mastery.		
			teachers' lesson plans seen during administration walk-			
		all content areas. For	throughs.			
		this strategy, teachers	linoughs.	PLC Level		
		implement a variety	-EET formal evaluations			
		or series of questions/		-PLCs calculate the average unit		
		prompts to challenge	-EET Pop-Ins (Admin and	assessment score for all their		
		students cognitively, advance high level	Peer/Mentor)	students across the PLC per class/		
		thinking and discourse,	-EET formal observations	course.		
		and promote meta-	(Admin and Peer/Mentor)	-PLCs discuss how to report and		
		cognition. (EET Rubric		share the data with the Leadership		
		1e, 3b)	-EET informal	Team.		
			observation(Admin and Peer/			
		Action Steps	Mentor)	-Data is used to identify effective activities in future lessons.		
		Plan	-School-based informal walk-	activities in future lessons.		
		r iaii	through form which includes			
		Teacher PD for General	the school's SIP strategies.			
		Higher Order		Leadership Team Level		
				Leedenkin Term determine och et		
		-Teachers attend school-		-Leadership Team determines what specific data will be reported to the		
		based professional	F	Leadership Team		
		development activities on higher order				
		questioning strategies		-Leadership Team determines and		
		and apply those		maintains a school-wide data system		
		strategies in the		to track student progress.		
		classroom.		-PLC facilitator/ Grade Level		
				Leaders share data with the Problem		
		-The Math Resource Teacher provide support		Solving Leadership Team.		
		in higher order strategies		-		
		during the first and		-PSLT uses data to evaluate		
		second semester using		the effectiveness of strategy		
		strategies from "Teach		implementation, supplemental instruction for targeted students and		
		Like a Champion" book.		future professional development for		
		(EET 4d, 4e)		1		

		teachers.		
	F I			
	Planning/PLCs Before	Γ		
	the Lesson			
	ne Lesson			
	-PLCs identify the			
	common assessment			
	for the upcoming unit			
	of instruction. PLCs			
	answer the question			
	"How do we know if			
	they have learned it?"			
	(EET Rubric 1f, 4d)			
	LEI KUDIICII, 40)			
	-Within PLCs, teachers			
	discuss how to scaffold			
	questions and activities			
	to meet the differentiated			
	needs of students for			
	upcoming lessons.			
	Tr O De State Contraction of the State Contrac			
	-Teachers design higher			
	ander questions to			
	order questions to			
	increase rigor in lesson			
	plans and promote			
	student accountable talk.			
	(EET Rubric 1a, 1b,			
	1e, 1f, 3b, 4a, 4d)			
	,			
	-Within PLCs, teachers			
	plan and write for			
	higher order questions			
	ligher order questions			
	in upcoming lessons.			
	(EET Rubric 1a, 1b, 1c,			
	1e, 3b, 4d)			
	Do/Check			
	Teachers in the			
	Classroom			
	<u>Massi volit</u>			
	During the lossen			
	-During the lesson,			
	teachers frequently ask			
	higher order questions.			
	The teacher responds to			
	students' correct answers			
	by probing for higher-			
	r, r			

	level understanding in an			
	effective manner. (EET			
	Rubric 1b, 3b, 3e)			
	-During the lesson,			
	teachers successfully			
	icachers successfully			
	engage all students in			
	the discussion. (EET			
	Rubric 1b, 3b, 3e)			
	Standards former late			
	-Students formulate			
	many of the high-level			
	questions and ensure			
	questions and ensure			
	that all voices are heard.			
	(EET Rubric 3b)			
	(,			
				1
	-Students are provided			1
	with opportunities to			1
	with opportunities to			1
	reflect on classroom			
	discussion and discourse			
	to increase understanding			1
	to increase understanding			1
	of learning objective.			1
	(EET Rubric 1c, 3a, 3b,			1
	3c)			
	· · · · · · · · · · · · · · · · · · ·			
	-At the end of the unit,			
	teachers administer the			
	common assessment.			
	common assessment.			
	common assessment.			
	common assessment. Check/Act			
	common assessment. Check/Act PLCs After the Common.			
	common assessment. Check/Act			
	common assessment. Check/Act PLCs After the Common.			
	common assessment. Check/Act PLCs After the Common. <u>Assessment</u>			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs.			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data,			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data,			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET			
	common assessment. Check/Act <u>PLCs After the Common</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective			
	common assessment. Check/Act <u>PLCs After the Common</u> . <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies			
	common assessment. Check/Act <u>PLCs After the Common</u> . <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies			
	common assessment. Check/Act <u>PLCs After the Common</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are			
	common assessment. Check/Act <u>PLCs After the Common</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed.			
	common assessment. Check/Act <u>PLCs After the Common</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed.			
	common assessment. Check/Act <u>PLCs After the Common.</u> <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to			
	common assessment. Check/Act PLCs After the Common. <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in			
	common assessment. Check/Act PLCs After the Common. <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in			
	common assessment. Check/Act PLCs After the Common. <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c,			
	common assessment. Check/Act PLCs After the Common. <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in			
	common assessment. Check/Act PLCs After the Common. <u>Assessment</u> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c,			

	-After the assessment,			
	teachers provide timely			
	feedback and students			
	use the feedback to			
	enhance their learning.			
	(EET Rubric 3d)			
	Î Î			
	<u>Administrators/</u>			
	<u>Administrators/</u> Leadership Team			
	-Through walkthroughs			
	teachers are identified			
	that excel in higher order			
	thinking questioning			
	techniques/ using			
	Webb's Depth of			
	Knowledge in order to			
	set up demonstration			
	the operation of the op			
	classrooms. (EET 4d,			
	4e)			
	-Classroom coverage is			
	provided for teachers			
	to attend demonstration			
	classrooms. (EET 4e)			
	-PLC Facilitators/			
	Subject Area Leaders			
	put higher order thinking			
	questioning techniques			
	using Webb's Depth of			
	using webb's Depth of			
	Knowledge questions			
	on every agenda,			
	allowing teachers to			
	share successes and			
	challenges.			
	The higher order			
	The inglier of del			
	strategy is on the			
	Leadership Team's			
	agenda in order to			
	discuss strategy			
	implementation,			
	concentrating on barriers			
	and how they can be			
	overcome.			
	Whole Faculty			
	Throughout the school			
	Throughout the school			
	year, teachers participate			
	in faculty SIP Reviews			
	where teachers showcase			
· · · · · · · · · · · · · · · · · · ·		-	-	

		higher order thinking effective strategies.					
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Math will increase from 40% to 43%							
	40%	43%					
			2.2.	2.2.	2.2.	2.2.	
		2.3				2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
students making learning	5.1.			5.1.		
students making learning						
gains in mathematics.						
	SEE	SEE 1.1				
	1.1					
Mathematics Goal #3:	2012 Current	2013 Expected Level				
	Level of	of Performance:*				
	Performance:*					
In grades 3-5, the percentage of All Curriculum students making learning gains on the 2012 FCAT Math will increase from 80 to 83.						
All Curriculum students making						
learning gains on the 2012 FCAT						
Wath will increase from 80 to 83.						
	}					
	80 Points	92 Doints				
	ou points	83 Points				

			i	i	i	
		3.2	Who	Teacher Level	3.2.	
	varying levels of using					
	Differentiated Instruction					
	strategies.	Strategy:	-Principal	-Teachers reflect on lessons		
			_	during the unit citing/using		
		The purpose of this strategy	-AP	specific evidence of learning		
	Teachers tend to give all	is to strengthen the math		and use this knowledge to drive		
	students the same lesson	core curriculum. Students'	-Math Coach	future instruction.		
	handouts, etc.	comprehension of course	-Wath Coach	ruture instruction.		
	nandouts, etc.			7 I		
		content improves by	-Math Resource Teacher	-Teachers maintain their		
		participation in consistent,		assessments in a grading system.		
		effective and appropriate	-Peer and Mentor Evaluators			
		Differentiated Instruction		-Teachers use the grading system		
		strategies. Differentiated	How	data to calculate the average unit		
		Instruction is based on:		assessment score for all their		
		acceleration, enrichment,	-PLC logs turned into administration.	students per class/course.		
		extensions and remediation.	Administration provides feedback.	1		
		This strategy focuses on the	Providence in Subardiant	-Teachers chart their students'		
		following types of flexible	-Evidence of strategy in teachers'	individual progress towards		
		grouping:	lesson plans seen during	mastery.		
		grouping.		mastery.		
			administration walk-throughs.			
		Homogeneous/Cluster/				
		Ability Grouping	-EET formal evaluations			
				PLC Level		
		-Heterogeneous/Mixed Ability	-EET Pop-Ins (Admin and Peer/			
		Grouping	Mentor)	PLCs calculate the average unit		
			*	assessment score for all their		
		Individualized Work/	-EET formal observations (Admin	students across the PLC per class/		
		Independent Study	and Peer/Mentor)	course.		
		independent Study		course.		
		Whole Class Instruction	-EET informal observation(Admin	-PLCs discuss how to report		
			and Peer/Mentor)	and share the data with the		
		-Pairs or Partners		Leadership Team.		
			-School-based informal walk-			
			through form which includes the	-Data is used to identify effective		
			school's SIP strategies.	activities in future lessons.		
		Action Steps				
			l de la constante de			
		Plan				
		-		Leadership Team Level		
		Teacher Planning		-Leadership Team determines		
				what specific data will be		
		-Using data from previous		reported to the Leadership Team-		
		assessments and daily				
		classroom performance/work,		Leadership Team determines and		
		teachers plan Differentiated	H	maintains a school-wide data		
		Instruction groupings and		system to track student progress.		
		activities for the delivery of				
		new content in upcoming		-PLC facilitator/Grade Level		
				Teams shares data with the		
		lessons. Specifically,		Problem Solving Leadership		
		PLCs use the checklist/		Team.		
		self-assessment from				
		Successful Teaching in The		-PSLT uses data to evaluate		
		Differentiated Classroom		the effectiveness of strategy		
		to plan their lessons (See				
		Appendix for checklist):		implementation, supplemental		
		*		instruction for targeted students		
Hillshorough 2012	-		•	•		

· · · · ·		- i i		i
	Do I give my students:	and future	ire professional	
		developm	ment for teachers.	
	Different ways to take in			1
	information			1
				1
	Different emounts of time	ta		
	Different amounts of time			
	complete the work			1
	Different assignments			
	depending on ability,			
	readiness, comprehension			
	level, learning preferences/			
	styles, and interests.			
	styles, and interests.			
	Different types of			
	-Different types of			
	assessments			
	For all students, do I:			1
	Use data to drive instructi	on		
	before beginning a unit of			
	study, during the unit of stu	dv		
	and at the end of unit of stu	dy dy		
	and at the end of unit of stu	uy.		1
	Create a variety of activiti	es		
	and tasks that allows studer	ts		
	to explore concepts and			
	standards in different ways.			
	-Give students choices			
	in some of their location			
	in some of their learning			
	activities.			
	For High Performing,			
	Gifted, Honors and			
	Advanced Students, do I:			
	Make modifications to			
		rad		
	ensure students are challeng	jeu -		
	with higher-level thinking			1
	activities.			
				1
	-Use curriculum compactin	g,		1
	independent study, and			
	extension activities where			
	appropriate			1
	appropriate			
	E			
	For Lower Ability and			
	Students with Learning			
	Difficulties:			1
				1
	-Assess specific skills			
	and knowledge that need			
	remediation and utilize a			1
	uniety of starts size to hole			
	variety of strategies to help			
	students in these areas.			

For English Language Learners:	
Use gestures, visuals and graphic organizers when explaining concepts	
-Specifically pinpoint and teach the academic language these students need to learn in order to complete a task.	
-Recognize cultural/ experiential differences, and when feasible includes these in units and examples.	
(EET Rubric 4d, 4e)	
-Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom. (EET Rubric 1b)	
-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d) -PLCs identify the common assessment for the upcoming	
unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"	
Do/Check	
Teachers in the Classroom	
-Teachers implement lessons using Differentiated	

Instruction a Rubric 3c)	activities. (EET		
teachers giv assessment	of the unit, ve a common identified from rriculum material. ric 3d)		
Check/A Teachers/P Common As	ct <u>LCs after the</u> <u>ssessment</u>		
-Teachers b assessment	oring their common data to their PLCs.		
reflect on the EET Rub i			
outcomes o	hers discuss the f their DI lessons he effectiveness of is.		
feedback an the feedback	ussessment, ovide timely nd students use k to enhance their EET Rubric 3d)		
Differentiat strategies at are identifie and modele implement t	data, effective ted Instruction nd techniques ed, discussed, ed in order to techniques in ns. (EET 1c, 1f,		
plan future Instruction whole lesso	he data, teachers Differentiated lessons (either as a on or mini lesson) e class or targeted		
<u>Team</u>	<u>tors/Leadership</u> valkthroughs		

			teachers are identified that excel in Differentiated Instruction strategies and techniques in order to set up demonstration classrooms. (EET 4d, 4e)				
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics. 4.1. 4.1. 4.1. 9 See goals 1 and 3 See goals 1 and 3 See goals 1 and 3 1 4.1. Mathematics. 2012 Current Level of Performance.* 2013 Expected Level of Performance.* 2013 Expected Level of Performance.* 1 In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase from 76 to 79 points. 2013 Expected Level of Performance.* 1	4 ECAT 2 0. Doints for	4.1.	4.1.	4.1.	4.1.	4.1.		
making learning gains in mathematics. See goals 1 and 3 See goals 1 and 3 Image: See goals 1 and 	4. FCAT 2.0: Points for	7.1.	π.1.	π.1.	T.1.	T.1.		
mathematics. 3 B Image: Second state of the second								
Mathematics Goal #4: 2012 Current Level of Performance:* 2013 Expected Level of Performance:*		See goals 1 and						
Performance:*	mathematics.	3						
Performance:*								
Performance:*								
Performance:*								
Performance:*								
Performance:*								
Performance:*								
Performance:*								
Performance:*								
Performance:*								
Performance:*								
Performance:*	Mathematics Goal #4:	2012 Current	2013 Expected Level					
		Level of	of Performance:*					
In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase		Performance:*						
In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase								
Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase	In grades 3-5, the percentage of All							
quartile making learning gains on the 2012 FCAT Math will increase	Curriculum students in the bottom							
ine 2012 FCAT Main will increase	quartile making learning gains on							
from 76 to 79 points	from 76 to 79 points							
76 Points 79 Points		76 Points	79 Points					
4.2. 4.2. 4.2. 4.2. 4.2.		70101113	4.2.	4.2.	4.2.	4.2.	4.2.	
4.3 4.3. 4.3. 4.3. 4.3.			43	4 3	43	4 3	43	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their							
achievement gap by 50%. Math Goal #5:	5.4.1	54.1.	5A.1.	5A.1.	5A.1.		
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	DA.I. White: Black: Hispanic: Asian:	94.1.	DA.I.	DA.I.	DA.1.		
	American Indian:						

	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 67% to 69%.							
	White:Y	White:					
	Black:Y	Black:					
	Hispanic:Y	Hispanic:					
	Asian:Y	Asian:					
	Indian:N/A	American Indian:					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	

5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Model for Effective Mathematics Instruction	K-5	-Math Resource Teacher	Math	-PLCs: On-going	Classroom walk-throughs	Administration Team
				-Demonstration Classrooms	Optional peer teacher observations	
Student Engagement	K-5	- PLC Leaders Math Resource Teacher	Math	-PLCs: On-going	Classroom walk-throughs	Administration Team
		- PLC Leaders		-Demonstration Classrooms		

Higher Order Thinking	K-5	Math Resource Math Teacher	-F	PLCs: On-going	Classroom walk-throughs	Administration Team
		- PLC Leaders	-I	Demonstration Classrooms	Optional peer teacher observations	

End of Mathematics Goals

Science Goals	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

Elementary and Middle School Science Goals

1. FCAT 2.0: Students	1.1	1.1	1.1	1.1	1.1	 · · · · · · · · · · · · · · · · · · ·
	1.1	1.1	1.1	1.1	1.1	1
scoring proficient (Level		~				1
3-5) in science.		<u>Strategy</u>	Who	Teacher Level	2x per year	1
	at varying skill					1
	levels in the use	Students' science	Principal		District-level baseline	1
	of inquiry and the	Skills Will		outcomes and use this knowledge	and mid-year tests	1
		improve through	APEI	to drive future instruction.		1
	model.	participation in the <u>5E</u>	Science Leadership Team	-Teachers use the on-line grading	-	1
	-Lack of common	in the <u>SE</u>	Science Leadership Team	system data to calculate their		1
	planning time	model.		students' progress towards their		1
	to facilitate and	mouer.	–	PLC and/or individual SMART		1
	hold Vertical		How Monitored	Goal.		1
	PLCs for like	-	riow womence		During the Grading	1
	courses.	Action Steps	-Classroom walk-throughs	PLC Level	Period	1
	courses.		observing this strategy.		renou	1
		-Teachers will	coorting and strategy.	Using the individual teacher	-Core Curriculum	1
		attend District		data, PLCs calculate the SMART		1
		Science training		goal data across all classes/	end of unit, chapter,	1
		and share 5 E		courses.	intervention checks, etc.)	1
		Instructional			, ,	1
		Model		PLCs reflect on lesson outcomes		1
		information with		and data used to drive future		1
		their PLCs.		instruction.		1
						1
		-PLCs write		-For each class/course, PLCs		1
		SMART goals		chart their overall progress		1
		based for units of		towards the SMART Goal.		1
		instruction.		r 1 1 m r 1		1
		-As a Professional		Leadership Team Level		1
		Development		PLC facilitator shares SMART		1
		activity in their		Goal data with the Problem		1
		PLCs, teachers		Solving Leadership Team.		1
		spend time		sorving Leadership Team.		1
		collaboratively		Data is used to drive teacher		1
		building 5E		support and student supplemental		1
		Instructional		instruction.		1
		Model for				1
		upcoming lessons.				1
		l ũ				1
		-PLC teachers				1
		instruct students				1
		using the 5E				1
		Instructional				1
		Model.				1
						1
		-At the end of				1
	<u> </u>	the unit, teachers	L	l	Į į	1

		give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.			
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 45% to 48%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	45%	48%			

1.2.	1.2.	1.2	1.2.	1.2.	
1.2.	1.2.	1.2	1.2.	1.2.	
	G ()		G 1 11		
-PLCs struggle	Strategy	<u>Who</u>		-PLCs struggle with how	
with how		Drin sin sl		to structure curriculum	
		-Principal	record and report	conversations and data analysis	
curriculum	improves through teachers	ADEL		to deepen their leaning. To	
conversations	working collaboratively to	APEI		address this barrier, this year	
	focus on student learning			PLCs are being trained to	
analysis to	using the 5E Instructional			use the Plan-Do-Check-Act	
	Model. Specifically, they	How	leadership team.	"Instructional Unit" log.	
leaning. To	use the <u>Plan-Do-Check-</u>				
address this	Act model to structure	-PLC logs turned into			
	their way of work.	administration/coaches			
	Using the backwards	provides feedback			
	design model for unit of	· ····································			
	instruction, teachers focus on the following four	-Administrators attended			
	questions:	targeted PLC meetings			
Unit" log.	questions.	5 5			
Ollit log.	1. What is it we expect	-Progress of PLCs discussed			
	them to learn?	at Leadership Team			
	them to reall?	1			
	2. How will we know	-Administration shares the			
	if they have learned	data of PLC visits with staff			
		on a monthly basis.			
	102				
	3. How will we				
	respond if they				
	don't learn?				
	uon e iouni.				
	4. How will we				
	respond if they				
	already know it?				
	Actions/Details				
	Within PLCs:				
	DLOS 11 STOLDIO				
	-PLCs will use a PLC log				
	to monitor the following:				
	C it de la Disa D				
	Guide their Plan-Do-				

Check-Act conversations		
and way of work.		
and way of work.		
Monitor the frequency		
af maatin aa All ana da		
of meetings. All grade		
level/subject area PLCs		
collaborate monthly for		
curriculum planning,		
reflection, and data		
analysis.)		
anary sis.)		
-Working with the core		
curriculum, within grade		
La 1 DL G (1 1 11		
level PLCs teachers will:		
Unpack the benchmark		
Onpack the benchmark		
and identify what students		
need to understand, know,		
and do.		
anu uo.		
Plan for checks for		
understanding during the		
unit.		
Plan for the End-of-Unit		
Assessment		
Plan upcoming lessons/		
units using the 5E		
Instructional Model.		
Reflect on the outcome		
of lossons taught		
of lessons taught		
Analyze checks for		
indication diagonal agent		
understanding and core		
curriculum assessments.		
A at an the sore		
Act on the core		
curriculum data by		
planning interventions for		
the whole class or small		
group.		

SMART	vill generate goals for ng units of on.	
SMART	rill report ' goal data their logs.	
As a Sc	ence Department	
success	nare action plan es and challenges ade levels	
plans ba coach w	/ill adjust action sed on teacher/ alk-through data, laboration, and data.	

·			i	1	i	i
1.3	3	1.3	1.3	1.3	1.3	
Т	eachers are	Strategy	Who	Teacher Level	2x per year	
	varying skill	<u>Strattey</u>				
		Student understanding	Administration	-Teachers reflect on	District-level baseline and mid-year	
		of the nature of science	Administration	lesson outcomes and use		
		and scientific inquiry		this knowledge to drive	lesis	
I I I I I I I I I I I I I I I I I I I	,	1 5				
		improves when students		future instruction.	–	
		are intellectually active	How Monitored	T I d F		
		in learning important		-Teachers use the on-line		
		and challenging science		grading system data to		
				calculate their students'	During the Grading Period	
mı		appropriate instructional		progress towards their	** •	
		methods, <u>scientific</u>		PLC and/or individual	-Unit assessments	
		processes, laboratory		SMART Goal.		
		experiences, and uses of		NGI I		
		technology (animations,		PLC Level		
		probeware, digital			-Science Notebooks	
		microscopy).		-Using the individual		
				teacher data, PLCs		
				calculate the SMART		
				goal data across all		
		Action Steps		classes/courses.		
		As a Professional		-PLCs reflect on lesson		
		Development activity in		outcomes and data		
		their PLCs, teachers spend		used to drive future		
		time sharing, researching,		instruction.		
		teaching, and modeling				
		technology and hands-on		- For each class/course,		
		strategies.		PLCs chart their overall		
				progress towards the		
		Within PLCs, teachers plan		SMART Goal.		
		for engaging exploration of				
		science content using hands-		Leadership Team Level		
		on problem based (at least 1				
		unit per grade level per big		-PLC facilitator shares		
		idea), learning experiences,		SMART Goal data with		
		inquiry, labs, technology		the Problem Solving		
		(such as probeware,		Leadership Team.		
		simulations and animations)		L		
		within the 5E Instructional		-Data is used to drive		
		Model.		teacher support and		
				student supplemental		
		Teachers implement the		instruction.		
		5E Instructional Model to				
		promote learning experiences				
		that cause students to think,				
		make connections, formulate				

			and test hypotheses and draw conclusions. -Teachers facilitate student- centered learning through the use of the 5E Instructional Model. -Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model. -Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development			
Based on the analysis of student	Anticipated	Strategy	professional development plan (both individually and whole faculty). Fidelity Check	Strategy Data Check	Student Evaluation	
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier		fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	Tool	

2. FCAT 2.0: Students	2.1.	2.1	2.1	Reading Leadership Team	3x-per year	
	2.1.	2.1	2.1		<u>SX-per year</u>	
scoring Achievement						
Levels 4 or 5 in science.		<u>Strategy</u>	Who		District level baseline,	
	at varying skill				mid-year, and EOC	
	levels with higher	Students'	Principal	PLCs will track achievement	administration	
	order questioning	comprehension	- morpui	on the benchmark attached		
	techniques.	of science text		to the Close Reading		
		mproves when			—	
		students are		passage comparing baseline		
		engaged in		achievement level to mastery		
		close reading		using the proximal evaluation		
		techniques using	Reading Leadership Team	tool.	During the Grading	
	Not all teachers	on-grade-level			Period	
		content-based				
	the CCLS	text (textbooks			-mini-assessments	
		and other	How Monitored		mini-assessments	
	overview.	pappionionia	now monitored			
		texts). Science			-unit assessments	
	Not all teachers		Administration, -			
			PLC logs turned into			
	to integrate close		administration.			
	reading with the	reading model				
	5E instructional	(appropriately	-Administration provides			
	model.	placed within the	feedback.			
		DE Instructional				
		model) using their				
	routinely look	textbooks or other				
	at curriculum	appropriate high-				
	materials beyond	Lexile, complex				
		supplemental				
	the curriculum	texts at least two				
	guide	times per nine				
		weeks.				
		_				
		Action Steps				
		n <i>c</i> · · <i>i</i>				
		Professional				
		Development				
		The Dee F				
		-The Reading				
		Coach along with				
		the Departmental				
		Leaders/Coach/				
		SAL conduct				
		small group				
		departmental				
		trainings to]			

develop teachers'		
ability to use the		
close reading		
model.		
-The Reading		
- The Reading		
Coach attends		
science		
departmental		
PLCs to co-plan		
with teachers,		
developing		
lessons using		
the close reading		
model.		
	1	
-Teachers within	1	
	1	
departments	1	
attend		
professional	1	
development	1	
development		
provided by the		
district/school on		
text complexity		
and close reading		
and close reading		
models that are		
most applicable		
to science		
classrooms and		
support the 5E		
instructional		
model.		
moder.		
	1	
In PLCs/		
Department		
Department	1	
	1	
-Teachers work	1	
in their PLCs to	1	
locate, discuss,		
iocate, discuss,	1	
and disseminate		
appropriate texts		
to supplement	1	
their textbooks.	1	
men textbooks.	1	
-PLCs review	1	
Close Reading		
Selections to		
selections to	1	
determine word		

	count and high-			
	Lexile.			
	Dexile.			
	-PLCs assign			
	appropriate NGSSS			
	NGSSS			
	10355			
	benchmark to			
	Close Reading			
	passage			
	pussuge			
	-To increase			
	stamina, teachers			
	select high-Lexile,			
	select lingh-Lexile,			
	complex and			
	rigorous texts			
	that are shorter			
	and are group			
	and progress			
	throughout the			
	year to longer			
	texts that are			
	high-Lexile,			
	complex and			
	rigorous			
	iigorous_			
	- Teachers			
	debrief lesson			
	implementation			
	implementation			
	to determine			
	effectiveness and			
	level of student			
	acomprehension			
	comprehension			
	and retention			
	of the text.			
	Teachers use this			
	information to			
	build future close			
	reading lessons.			
	During the			
	Langung the strength and			
	lessons, teachers:			
	-Guide students			
	through text			
	unough text			
	without reading			
I I	or explaining the			
I I	meaning of the			
	touting of the			
	text using the			
	text using the following:			
			-	

 · · · · · · · · · · · · · · · · · · ·		
Introducing critical vocabulary to ensure comprehension of text.		
Stating an essential question prior to reading		
Using questions to check for understanding.		
Using question to engage students in discussion.		
Requiring oral and written responses to text.		
-Ask text-based questions that require close reading of the text and multiple reads of the text.		
During the lessons, students:		
-Grapple with complex text.		
-Re-read for a second purpose and to increase comprehension.		
-Engage in discussion to answer essential question using textual evidence.		

		-Write in response to essential question using textual evidence.					
Science Goal #2:	2012 Current Level of	2013Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 13% to 16%.							
	13%	16%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012				75		
1xt +15tu 9 u1y, 2012				15		

5 E Instructional Model	K-5	-	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team
		PLC Leaders		-	Optional peer teacher observations	
Close Reading	K-5	-	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team
		PLC f Leaders		-	Optional peer teacher observations	
Plan Do Check Act Model	K-5	-	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team
		PLC Leaders		-	Optional peer teacher observations	

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	_	be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. Students scoring 1.1 1.1 1.1 1.1	
at Achievement	
Level 3.0 or higher Not all teachers <u>Strategy</u> Who See "Check" & "Act" action Student monthly	
in writing. Know how to plan and execute writing Students' use of Principal Principal demand writes/ formative assessments	
lessons with a focus mode-specific	
on mode based writing will ADEL	
writing. Improve through -Student daily drafts	
use of Writers ⁷	
-Not all teachers Workshop/daily -Student revisions	
know how to review instruction with District (Writing Team,	
student writing to a focus on mode- Supervisors, Writing -Student portfolios	
determine trends and specific writing. Resources, Academic Coaches,	
needs in order to and DRTs)	
drive instruction.	
-All teachers need Action Steps	
training to score How Monitored	
student writing -Based on baseline	
accurately during data, PLCs write -PLC logs	
the 2012-2013 SMART goals	
school year using for each Grading -Classroom walk-throughs	
information providedPeriod. (For	
by the state. example, during Observation Form	
the first Grading	
Period, 50% of the -Conferencing while writing	
students will score walk-through tool (for	
4.0 or above on the coaches)	
end-of-the Grading Period writing	
prompt.)	
prompt.)	
Plan:	
-Professional	
Development for	
updated rubric	
courses	
Destructured	
-Professional Development	
for instructional	
delivery of mode-	
specific writing for	
4 th grade teachers	
-Training to	

	facilitate da	ta-		
	driven PLCs			
	driven PLC	S		
	Using data	to		
	-Using data identify tren	10		
	identify tren	nds and		
	drive instruc	ation		
	-Lesson plan based on the	nning		
	Ecsson plu	lining		
	based on the	e needs		
	of students			
	or students			
	<u>Do:</u>			
1				
1	I			
1	-Daily/ongo	oing		
1	models and			
1	inoucis anu	C .		
	application	01		
	appropriate specific wri based on tea	mode-		
	appropriate	ting		
1	specific wri	ung		
	based on tea	aching		
	points	8		
	points			
	-Daily/ongo	ving		
	-Daily/oligo	hing		
	conferencin	g		
	Check:			
	Check.			
	Review of d	laily		
		·		
	drafts and so	coring		
1	drafts and so monthly der	mand		
	writes			
1	writes			
	-PLC discus	sions		
1	-r LC discus	0		
1	and analysis	s of		
	student writ	ing to		
1	student with	1		
	determine tr	renas		
1	and needs			
1				
1				
1	I I.			
	Act:			
1				
1		1.4. 1		
1	-Receive ad	attional		
	professional			
1	dav-1	t in		
	developmen	IL III		
	areas of nee	d		
1				
	1			

	İ.	0 14 0			
		Spread the use of effective practices			
		across the school			
		based on evidence			
		shown in the best			
		practice of others			
		practice of others			
		-Use what is learned			
		to begin the cycle			
		again, revise as			
		needed, increase			
		scale if possible,			
		etc.			
		-Plan ongoing			
		monitoring of the			
		solution(s)			
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected			
	of Performance:*	Level of			
		Performance:*			
In grade 4, the					
percentage of					
students scoring a					
Level 3 or higher					
on the 2013 FCAT					
Writing will increase					
from 93% to 96%.					
110111 95% 10 90%.					
	93 %	96%			
	/ 2/	2070			

i i i i	1	İ		k .	
1.2Teachers	1.2	1.2		1.2.	
lack skill and			trends (deficiencies		
understanding	Tier 1 – The purpose of		and growth) in	Student monthly demand	
regarding the	this strategy is to strengther		student writing	writes/formative assessments	
FCAT Writing	the core curriculum.	Principal	performance and		
Assessment and	Students' writing skills	i i incipai	collaborate to modify	-Student daily drafts	
Scoring Rubric.	will improve through	APEI	the instructional	Student dury druits	
	participation of best	ALEI	calendar to provide	-Student revisions	
-Teachers need	practices for teaching		differentiated	Student levisions	
updated training			instruction as	-Student portfolios	
	include PLC instructional	How Monitored	appropriate.	-Student portionos	
	calendars, Differentiated	How Monitored	TT T T		
2.0		DI Classification 1			
	Instruction and effective	-PLC logs turned			
-Teachers do not	holistic scoring methods.	into administration.			
have confidence			PLCs - Review of		
using holistic	F	feedback.	monthly formative		
scoring methods			writing assessments		
	Action Steps		to determine number		
-Teachers lack			and percent of		
sufficient time	-As a Professional		students scoring		
to score student	Development activity,	-Evidence of strategy in	above proficiency as		
papers	teachers new to the		determined by the		
	profession and/or content	during administration walk-	assignment rubric.		
-Teachers lack	area are required to attend	throughs.	PLCs will chart the		
common plannin	gdistrict level trainings.		increase in the number	-	
time to meet	5	-EET Pop-Ins (Admin and	of students reaching		
in PLCs to	-As a Professional	Peer/Mentor)	3.5 or above on the		
discuss common		,	monthly writing		
deficiencies in	teachers participate in	-EET formal observations	prompt.		
writing	assessment and rubric	(Admin and Peer/Mentor)	h h		
l	refresher courses and	(1 1 4 1 4 1 4 4 1 4 4 1 1 4 4 1 4 4 1 4			
	practice scoring within	-EET informal			
	PLCs.	observation(Admin and Peer/	PLC facilitator will		
	. 200.		share data with the		
	-Based on baseline data,	/	Problem Solving		
		-School-based informal	Leadership Team.		
	for each Grading Period.		The Problem Solving		
	ior each Grading Period.				
	-As a Professional	includes the school's SIP	Leadership Team will review assessment		
		strategies.			
	Development activity PLC		data for trends in		
	discussions draw teachers		growth and decline.		
	to a consensus regarding		PSLT will develop		
	student trends, needs, and		strategies to support		
	scores based on connecting		students who show		

student writing with anchorsBased on student writing reviews and 1 discussions regarding trends and needs, teachers create month writing menus for cra- elaboration, gramma spelling and genres a of essential teaching for the month aheadTeachers implement ideas based on specific student needs using S InterviewsAs a Professional Development activity examine student com notes, daily drafts, at monthly demand wri adjusts the monthly w menu of teaching poi and share ideas to gray studentsPLCs review Gradin Period data, set a new for the following Gra PeriodPLCs record their w the PLC logs.1.3.1.3.	PLC g hly aft, r, as a list points t the fic Star y PLCs ference nd ites and writing ints ow	lack of progress. PLCs will participate in rubric Norming sessions to identify teacher barriers impeding effective holistic scoring.	1.3.	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies throug Professional Learning Community (PLC or PD Activity	h					
Please note that each Strategy does not require a professional development of PLC activity.	a Dr					
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
Writing Strategies	3-5	PLC Leader PLC Leaders	Language Arts Teachers	meetings) PLCs: On-going	Classroom walk-throughs	Administration Team
					Optional peer teacher observations	
Rubric Training	3-5	Writing Contact Representative District Trainers	Language Arts Teachers	As Needed	Shared scoring among PLC	Administration Team
Holistic Scoring Training	3-5	District Trainers	Language Arts Teachers	As Needed	Shared scoring among PLC	Administration Team
Tonote Scoring Framilig						
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012				83		

Open-ended conferencing questions	K-5 Writing	Teacher Team Leader	PLC-grade level and vertical teams	-PLCs: On-going	Peer observations, Self-evaluation with video Teacher, Team Members, Writing Contact footage, PLC review of conferencing notes, Representative, APEI Post-conference revised student pieces
		Writing Contact Representative			Walk-throughs targeted to monitor open- ended conferencing questions

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem- solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Attendance Hillsborough 2012	1.1. -Lack of time to focus on attendance -Lack of staff to focus on attendance	Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will	 1.1. Guidance Counselor will run Attendance/Tardy meetings every 20 days with appropriate reports Guidance Counselor will maintain data base and notify parents of excessive absences and tardies. Students with excessive absences and tardies will be required to return to neighborhood school. 	Administration Team and subset of LT will examine data monthly	 1.1. Attendance Reports of Absences and Tardies Attendance Plan 	

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*			
	Attendance Kate.*	Attendance Kate:*			
1 57 1					
1. The attendance rate will increase from					
96.36% in 2011-2012 to 96.40% in 2012-					
2013.					
2.The number of students who have 10					
or more <u>unexcused</u> absences throughout					
the school year will					
decrease by 10%					
	96.36	96.40			
	2012 Current Number of Students	2013 Expected Number of Students			
	with Excessive Unexcused	with Excessive Unexcused Absences			
	Absences				
	(10 or more)	(10 or more)			
	19 Students	17Students			
	19 Students				
	19 Students 2012 Current Number of	17Students 2013 Expected Number of			
	19 Students 2012 Current Number of Students with Unexcused	2013 Expected Number of			
	19 Students 2012 Current Number of Students with Unexcused Excessive Tardies	2013 Expected Number of Students with Unexcused Excessive			
	19 Students 2012 Current Number of Students with Unexcused	2013 Expected Number of Students with Unexcused Excessive Tardies			
	19 Students 2012 Current Number of Students with Unexcused Excessive Tardies	2013 Expected Number of Students with Unexcused Excessive			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity	I					
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Administrators	and/or PLC Leader Guidance Counselor	(e.g. , PLC, subject, grade level, or school-wide) At Administrator staff meting	(e.g., Early Release) and Schedules (e.g., frequency of meetings) Every 10 Days	Review plan and student data every 20 days	Guidance Counselor
Attendance Plan						Social Worker
Ed-Line	K-5	Technology Teacher	Classroom Teachers	As needed	Random check of Ed-Line postings	Administration

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem- solving Process to Decrease Suspension			

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Suspension	to connect and establish mentoring	and Peer Mediation" programs will be implemented to support students.	Social Worker School Psychologist Administrators	1.1 A subgroup of the Problem Solving Leadership Team will review suspension data. The Team will review suspension data monthly and report progress to PSLT.	 1.1. Student suspension reports Peer Mediation and Conflict Resolution Data 	

	b012 T (1 N 1	b 012 E (1			
Suspension Goal #1:	2012 Total Number	2013 Expected			
	of	Number of			
1. The total number of In-	L. Cabaal	In- School			
	In –School	<u>in- School</u>			
decrease by 10%	Suspensions	Suspensions			
2. The total number					
of students receiving					
In-School Suspension					
throughout the school					
year will decrease by					
10%.					
3. The total number					
of Out-of-School					
Suspensions will decrease					
by 10%.					
by 10%.					
The total number					
of Out-of-School					
Suspensions throughout					
the school year will					
decrease by 10%.					
	4	4			
	2012 Total Number	2013 Expected			
	of Students	Number of Students			
	Suspended	Suspended			
	In-School	In -School			
	4	4			
	2012 Number of	2013 Expected			
	Out-of-School	Number of			
	Suspensions				
		Out-of-School			
		Suspensions			
	11	8			

ofS		2013 Expected Number of Students Suspended			
<u>Ou</u>	ut- of- School	Out- of-School_			
7	4	5			

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		

End of Suspension Goals

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
 Parent Involvement Parent Involvement Goal #1: 	1.1. See pip	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current level of Parent	2013 Expected level of Parent Involvement:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	

	i	1.0	1.0	1.2	1.2	1.2	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Parent Involvement	Problem-						
Goal(s)	solving						
	Process						
	to Parent						
	Involveme						
	nt						
Based on the analysis of parent	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation		
involvement data, and reference	Barrier		2		Tool		
to "Guiding Questions", identify							
and define areas in need of			Who and how will the fidelity	How will the evaluation tool			
improvement:				data be used to determine the			
-				effectiveness of strategy?			
	0.1	0.1	2.1	2.1	0.1		
2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
Parent Involvement Goal							
<u>#2:</u>							
	2012 Current	2013 Expected					
	level of Parent	level of Parent					
	Involvement:*	Involvement:*					
Enter narrative for the goal in this							
box							
box.							
		2.1.	2.1.	2.1.	2.1.	2.1.	
		£.1.	2.1.	2.1.	2.1.	۵.1.	

2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		womtoring

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Pi	roblem-			
Additional Goal(s)	Solving			
Hillsborough 2012				
Rule 6A-1.099811				
Revised July, 2012		93		

	Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier			data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Health and Fitness Goal	time to focus on fitness	will engage in 30 minutes per day of physical education	 1.1 Administration Classroom Teacher P.E. Teacher 	1. 1 Checking of student schedules	 1.1. Thirty minutes of physical education classes per week 	
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ)	2012 Current	2013 Expected Level <u>:*</u>				
on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 26% on the Pretest to 30% on the Posttest.						
	26%	30%				

1.2 -Lack of	1.2 Thirty minutes of	1.2 Physical	Education	1.2 . Classroom walk-	1.2 Thirty minutes of physical	
time to focus or	physical education classes per	Teacher		throughs	education classes per week	
fitness	week.					
				Class schedules		
-Lack of staff to						
focus on fitness						

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
and/or PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

Continuous Improvement Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

	Problem-				
	Solving				
Hillsborough 2012					
Rule 6A-1.099811					
Revised July, 2012			95		

Additional Goal(s)	Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
	clear focus - PLCs not sure what they should be doing in the meetings.	templates will be created that include the SIP's goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and	Administration	feedback from all PLCs and determine next steps in the	1.1 PLC Facilitators will provide feedback to PLST team on progress of their PLC.	

Continuous Improvement Goal #1: The percentage of <u>teachers</u> who strongly agree with the indicator that "teachers meet on a regular basis to discuss their student's learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 85% in 2012 to 90% in 2013.	2012 Current Level <u>:</u> *	2013 Expected Level :*				
		is trained in PLCs. - Difficulty making the	training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level	the feedback from all	1.2 PLC Facilitators will provide feedback to PLST team on progress of their PLC.	

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
and/or PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

End of Additional Goal(s)

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non- ELL students.	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

C. Students scoring	1.1	1.1	1.1	1.1	1.1	
proficient in Listening/						
	-Improving the proficiency of ELL	ELLs (LYA, LYB & LYC)	Who	Teacher Level	-FAIR	
Speaking.	students in our school is of high priority.				1 mix	
	0. 1	standards improves in reading,	School based Administrators	-Teachers reflect on lesson	-CELLA	
	Teachers need support in drilling down			outcomes and use this		
	their core assessments to the ELL level.	social studies through teachers working collaboratively to	-PLC Facilitators	knowledge to drive future instruction.		
		focus on ELL student learning.		instruction.	During the Grading Period	
		Specifically, they use the <u>Plan-</u>		-Teachers use the on-line	Burning the Grading Ferrou	
		Do-Check-Act model to structure	How	grading system data to	-Core curriculum end of core common	
		their way of work for ELL		calculate their students'	unit/ segment tests with data aggregated	
		students.	PLC logs (with specific ELL information) for like courses/grades.	progress towards their PLC and/or individual ELL	for ELL performance	
			information) for like courses/grades.	SMART Goal.		
				Similar Ooun_		
		Action Steps		PLC Level		
		-Teachers analyze CELLA data to identify ELL students who need		-Using the individual teacher data, PLCs calculate the ELL		
		assistance in the areas of listening/		SMART goal data across all		
		speaking, reading and writing.		classes/courses.		
		Teachers use time during PLCs		-PLCs reflect on lesson		
		to reinforce and strengthen		outcomes and data used to drive future instruction.		
		targeted ELL effective teaching strategies (CALLA and A+ Rise)		drive future instruction.		
		in the areas of listening/speaking,				
		reading and writing.				
				Leadership Team Level		
		 Teachers use time during PLCs to reinforce and strengthen targeted 		-PLC facilitator will share		
		ELL Differentiated Instruction		ELL SMART Goal data		
		lessons using the district provided		with the Problem Solving		
		ELL Differentiated Instruction		Leadership Team.		
		binders (provided by the ELL				
		Department) in Reading, Language Arts, Math, Science and		-Data is used to drive teacher support and student		
		Social Studies.		supplemental instruction.		
				Treformental motiverion.		
		-PLCs generate SMART goals for		- RtI team to review		
		ELL students for upcoming units		performance data and		
		of instruction.		progress of ELLs (inclusive of LFs)		
		PLCs/teachers plan for upcoming		01 L1 8)		
		lessons/units using targeted				
		CALLA and A+ Rise strategies				
		and Differentiated Instruction				
		strategies based on ELLs needs in the areas of listening/speaking,				
		reading and writing.				
		for any and writing.				
		-PLCs/teachers plan for				
		accommodations for core				
· · · · · · · · · · · · · · · · · · ·						
		curriculum content and assessment.				

		-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated instruction binders.				
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
	rionelent in Exstenning/Speaking.					
The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 54% to 57%.						
	54%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool	
				effectiveness of strategy?		

	0.1	0.1	h 1	h :	h 1	
D. Students scoring	2.1	2.1	2.1	2.1	2.1	
proficient in Reading.						
pronorene in recuring.	-Improving the proficiency of ELL		Who	Teacher Level		
	students in our school is of high priority.					
	5 F	ELLs (LYA, LYB & LYC)	-School based Administrators	-Teachers reflect on lesson	FAIR	
	Some of the teachers are unfamiliar	comprehension of course content/		outcomes and use this	TAIK	
		standards increases in reading,	-District Resource Teachers	knowledge to drive future	-CELLA	
	barrier, the school will schedule	language arts, math, science and		instruction.	CELER	
	professional development	social studies through the use				
		of the district's on-line program		-Teachers use the on-line		
	Teachers implementation of A+ Rise is		How	grading system data to	During the Grading Period	
	not consistent across core courses.	Programs for ELL.		calculate their students'		
				progress towards their PLC	Core curriculum end of core common	
	-Administrators at varying skill levels regarding use of A+ Rise in order to		-Administrative walk-throughs using	and/or individual ELL	unit/ segment tests with data aggregated	
		Action Steps	the walkthrough forms	SMART Goal.	for ELL performance	
	check walk-through.	Action Steps	the warkthrough forms	PLC Level		
	cheek waik-unough.	-APEI provides professional				
		development to all content area		Using the individual teacher		
		teachers on how to access and use		data, PLCs calculate the ELL		
		A+ Rise Strategies for ELLs at		SMART goal data across all		
		http://arises2s.com/s2s/ into core		classes/courses.		
		content lessons.				
				-PLCs reflect on lesson		
		 -Administrators observes content 		outcomes and data used to		
		area teachers using A+Rise and		drive future instruction.		
		provides feedback, coaching and				
		support.		ERTs meet with Reading,		
		-District Resource Teachers		Language Arts, Social Studies and Science PLCs		
		(DRTs) provide professional		on a rotating basis to assist		
		development to all administrators		with the analysis of ELLs		
		on how to conduct walk-through		performance data.		
		fidelity checks for use of A+ Rise		performance data.		
		strategies for ELLs.		- PLCs chart their overall		
				progress towards the ELL		
				SMART Goal.		
				Leadership Team Level		
				DIGG THE L FT		
				-PLC facilitator shares ELL		
				SMART Goal data with the Problem Solving Leadership		
				Team.		
				i calli.		
				Data is used to drive		
				teacher support and student		
				supplemental instruction.		
				-RtI team to review		
				performance data and		
				progress of ELLs (inclusive		
				of LFs)		

CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading :					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 47% to 50%.						
	47%					
		2.2.	2.2.	2.2.	2.2.	2.2.
Students write in English at grade level in a manner similar to non- ELL students.				tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.		2.1.	
	SEE Goal C& D					

CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 41% to 44%.						
	41%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

		Group	1.1 Administrative walk-throughs	 Log of number of problem-based STEM learning units implemented.
1.2.	1.2.	1.2.	1.2.	1.2.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity	l					
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Project-based learning	K-5	Theme Team	Science, math, technology teachers PLCs	On-going	Administrator walk-throughs	Administrators
Hillsborough 2012 Rule 6A-1.099811 Revised July 2012				104		
0				104		

NEW Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving				
	Process to				
	Increase Student				
	Achievement				
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
areas in need of improvement:			Who and how will the	How will the evaluation tool	
			fidelity be monitored?	data be used to determine the effectiveness of strategy?	
CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
		Increase student participation	Teachers	Aggregate and analyze the data	Log of number of CTSO Speakers
Increase student participation in Career Awareness		in career awareness competitions/events.	Guidance Counselor	every semester to develop next steps	
increase student participation in career rewareness		competitions/events.	Lead Teacher	steps	Log of number of students who
					attend CTSO events.
	1.2.	1.2. Students participate in Great American Teach In	1.2. Teachers	1.2. Aggregate and analyze the data every semester to develop	1.2.
			Guidance Counselor	next steps	Log of number of CTSO Speakers
					Log of number of students who
	1.2	1.3. Increase the number of	1.2 Tasahara	1.2. A server start and such as the	attend CTSO events
	1.3.	speakers who share their careers	1.3. Teachers	1.3. Aggregate and analyze the data every semester to develop	1.3.
		as part of electives and problem based learning.	Guidance Counselor	next steps	Log of number of CTSO Speakers
					Log of number of students who attend CTSO events

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic Grade Le		PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
Subje					Monitoring
and/or PLC Focus	and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
Establishing or growing a K-5	PLC Leader Theme Team	K-5 Teachers	meetings) Ongoing	Log of events and attendance	Lead Teacher & Guidance Counselor
CTSO.			0		

End of CTE Goal(s)

Differentiated Accountability (If applicable) N/A

School-level Differentiated Accountability (DA) Compliance

Check your DA status. By checking the box below, you are indicating that you have uploaded your DA Checklist to the FDOE website.

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

□ Yes	□No		
Describe the use of SAC funds.			
Name and Number of Strategy from the	Description of Descurses that improves student ashievement or student engagement	Droisstad Amount	Final Amount
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Parent Involvement Goal 1.1	Communication folders & Agendas to increase communication between home and school.	\$1007.10	
Final Amount Spent			

- ESE teacher
- Primary Teacher
- Intermediate Teacher
- SAC Chair
- ELL Representative

(Note that not all members attend every meeting, but are invited based on the goals for the meeting)